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Addis Ababa University

College of Education and Behavioral Studies

School of Graduate Studies

Department of Special Needs Education

**Educational Provision and Prospect of Female Students with Visual
Impairment at Addis Ababa University in the College of Law and Governance**

By: Hanna Seifu

June, 2020

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A thesis submitted to the Department of Special Needs Education in Partial
Fulfillment of the Requirement for the Degree of Masters of Arts in Special Needs
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DECLARATION

I declare that “*Educational Provision and Prospect of Female students with visual impairment at Addis Ababa University*” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Hanna Seifu

June 2020

This thesis is submitted with the approval of my Advisor Dr. Alemayehu Teklemariam

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Acronym

AAU Addis Ababa University

VI Visual Impairment

SWD Students with Disability

SWoD Students without Disability

VCFS Visually Challenged Female Students

UNESCO United Nations Educational, Scientific and Cultural Organizations

CD Compact Disc

PwDs People with Disability

IT INFORMATION Technology

HEIs Higher Education Institutions

NGOs Non-Governmental Organizations

Abstract

The main purpose of this study was to explore the state of educational provision and prospect of female students with visual impairment at Addis Ababa University in the College of Law and Governance. The method used to conduct this study was qualitative research approach with case study design. To collect relevant data, semi-structured interview was conducted with seven female students with visual impairment among these two of them were fifth year three of them were fourth year and two of them were third year students. The interview includes about the educational provision, accessibility of the information, adaptive technology and challenges face during their stay in the university. The head of the college, a teacher, the gender expert, the teaching learning expert and special needs students' support expert were also purposefully selected to participate on the interview in order to get adequate data. The data were analyzed thematically. The findings of the study indicated that there were some teachers' lacking awareness on how to give special support for female students with visual impairment, the libraries were not nearby to their dormitory and resent books written on Braille were not available according to their needs, and also there were only one exam room for all students with visual impairment in the main campus and lack of exam readers at the university who were trained for this purpose to support students with visual impairment. At the end based on the finding, recommendations have been provided.

KEY WORDS: Education, Female, Students, Visual Impairments, Educational Provision

Chapter One

Introduction

This is a study about the state of educational provision and prospect of female students with visual impairment at Addis Ababa University in the College of Law and Governance. In the background of the study relevance of the study and history of the Addis Ababa University and definition of visual impairment also presented.

1.1. Background of the study

According to the 2012 united nation human rights report over 650 million people, or about 10 percent of the world's populations have disability. Eighty percent live in developing countries. Some women, men and children with disabilities are fully integrated in society, and are participating in and actively contributing to all areas of life. However, the great majorities face discrimination, exclusion; isolation and even abuse are common according to this report.

From this, we can say that students with visual impairment are the one that faces discrimination, isolation and exclusion, although there are universities in Ethiopia which provide education for students with visual impairment, there is no as such conducive environment for learning because of physical and human resource shortage.

According to Tirussew&Elina, (2000, p. 8) AAU is among the Sub-Sahara African universities known by its tradition in providing access and support particularly for students with visual impairment in its programs. The Addis Ababa University special needs support office provide various service for its students with disability like educational material support, human assistance, counseling service, technology service, and accessibility. This shows that female students with visual impairment can get special support from different scholarships who work by collaborating with the special needs support office. For example TsehayZewdie scholarship gives pocket money every month for female students with visual impairment which aim to support the students to be successful on their academic performance.

The Education Sector Development Program V (2008 - 2012 E.C.) stated that Education is one of the fundamental human rights that every human being should have access. It is a pathway to a successful life and career and this applies to everyone including persons with disabilities. Persons with disabilities, as members of a given society and by virtue of being human beings, are entitled to educational service provisions. Hence, the issue of equal access and opportunities for students with disabilities at different levels of education draws attention of different stakeholders. This shows that students with visual impairment have to get equal educational access according to their need.

Education plays an extremely crucial role in long term growth and productivity of a nation it teaches us not only theoretical material but also practical and successful way to lead lives and to be a responsible citizen(Ellie, 2017). This shows that to lead our life in an appropriate way and to be productive and responsible person education is very important for every individual.

1.2. Statement of the problem

This research study focus only on female students with visual impairment the reason is that female students with visual impairment join to the University by overcoming different kinds of challenges because of this they need special support to be successful on their education. The study of Endalkachew&Dessalegn, (2017, p. 38) stated that the problem for VCFS surfaces even more, as an age old extension of the harsh reality and gender inequalities that continue to primarily disadvantage women in the contemporary world. This has led VCFS in higher education to face multiplicity of problems that obstruct from successful achievement of their career. This shows that female students with visual impairment need more special support than male students with visual impairment to be successful on their educational performance and to fulfill their goal.

Tilahun, (2017, p.2) stated that female with visual impairments face number of challenges because of their disability and womanhood. The reasons behind all these challenges and problems might be low level of education, less or no awareness towards impairment, and poor economic condition. These show that female students with visual impairment face different kinds of challenges and can face sexual abuse, discrimination because of lack of awareness by some

university community so they need special attention better than male students with visual impairment.

The study of Eleni (2016, p. 3) shows that “Women with disabilities are the most vulnerable and marginalized groups in today’s society. Many women with disability are hidden at their home by their families and not considered as productive citizens rather they are seen as burden of the country. The disability stereotyping compounded with gender-role dynamics has made women with disabilities the subject of double discrimination in many different facets of life. Besides, women with disabilities have also been exposed to different forms of emotional and sexual abuses. The female students with visual impairment joined to the university by overcoming different kinds of challenges.

And also the study of Endalkachew&Dessaiegn, (2017, p. 37) indicates that visually challenged female students are the most vulnerable section of any society; they face ‘double’ challenges which has great impact on their educational achievement and success on their achievement when they compared to their male counterpart. This shows that being a female has its own challenge and when it is combined with visual impairments the challenge become more complex. The female students with visual impairment joined to Addis Ababa University by overcoming different challenges.

According to Thomas, (2004) higher institution education for visual impairment students has some challenge. Because the students become far from their parents support. In higher education there is no legal guarantee of a “free appropriate public education,” no individual education plan (IEP), no significant parental involvement, no publicly-provided assessments, and no “modifications” to the curriculum that change it in any “fundamental” or “substantial” way. This indicates that the female students with visual impairment in higher institution education struggle a lot to overcome different kinds of challenges.

Female students with visual impairment face number of challenges because of their disability and womanhood. The two “minority” identities are double dose of barriers to achieve their life goals (Tilahun, 2017, p. 2). This indicates that female students with visual impairment face different kinds of challenges so they have to get special attention.

The study of Organization for Economic Cooperation and Development (2008, p.43) stated that: *“Educating men and women is key to economic growth and sustainable development in both Organization for Economic Cooperation and Development and non- Organization for Economic Cooperation and Development countries. Raising the education levels and literacy rates of women is one of the most effective investments for increasing female productivity as well as enhancing the well-being of families and children”*. It is true that educating both male and female students with visual impairment is very crucial thing. But it is better to give more attention for the female in order to inspire them to engage themselves for better education and become role model for their family members.

Due to lack of researches that demonstrate the educational provision and prospect of female students with visual impairment in depth and the female students with visual impairment complain about the state of educational provision, about the accessibility, and lack of technology the researcher inspired to focus on the state of educational provision and prospects of female students with visual impairment at Addis Ababa University in the College of Law and governance. Hence, identifying the gap on educational provision and prospect for female students with visual impairment at Addis Ababa University will help the colleges to work on minimizing the challenges and try to work on the successes of female students with visual impairment.

The main objective of this study is to assess the educational provision and prospect of female students with visual impairment at College of Law and Governance, Addis Ababa University with the following basic research questions:

1. How were female students with visual impairment, provided education in the College of Law and Governance?
2. How do female students with visual impairment accessible for the information about their education?
3. What kinds of adaptive technologies were used to provide education for female students with visual impairment?
4. What are the challenges which female students with visual impairment face during their stay in the university which hinder them from their education?

1.3. Significance of the study

This study is designed to assess the educational provision and prospects of female students with visual impairment. It is hoped that:

- The finding of this study is expected to bring additional perspective (insight) towards this specific situation and it will help the college of Law and Governance to work towards the intervention.
- It helps to identify the way of educational provision more used to teach visually impaired students in the college of Law and Governance and give awareness how to provide education for visually impaired female students.
- It may use by the special need support office as a resource.
- May serve as a stepping stone for further studies in this area.

1.4. Delimitation

This study is limited to seven visually impaired female students at Addis Ababa University from the college law and governance. The data was mainly collected using Semi-structured interview, and focus group discussion. Observation and participant students' document review were not used in this study it was delimitation of the study.

1.5. Organization of the Paper

The thesis consists of five chapters. The first chapter dealt with the topics which are related to the rest of the chapters, it covers the introduction, back ground of the study, statement of the problem, objective of the study, significance of the study and limitation of the study was discussed. The second chapter focuses on the concepts of inclusive education, definitions of visual impairment; educational implication of visual impairment, about accessibility, adaptive technology and challenges was discussed. In chapter three; Research Design, Participants of the study and sampling technique, data collection procedure, data analysis process and Ethical consideration are discussed. In Chapter four findings from the collected data on the Educational Provision, Accessibility, adaptive technology and Challenge were discussed in detailed. The last chapter dealt with Discussion, Conclusion and Recommendation.

Chapter Two

Review of Related Literatures

Introduction

This is the second chapter of the study. This chapter focuses on the concepts of inclusive education, definitions of visual impairment; educational implication of visual impairment, about accessibility, adaptive technology and challenges was discussed.

2.1. Concepts of Inclusive Education

Discussing about the historical background of inclusive education is more important for this research study because the educational provision for female students with visual impairment is the part of inclusive education.

The Ethiopian Government is committed to bringing all children to school following the philosophy of inclusive education. Inclusive education implies educational arrangements in

regular schools, in and out of classrooms settings, that children and youth with special educational needs can be taught integrated with others with particular support provided according to their needs (Federal Democratic Republic of Ethiopian Ministry of Education, 2016). This indicates that education is given for all students without discrimination.

According to the accessibility of Higher Education for students with disabilities User manual (2014, p.7) inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments. The term is dynamic by its nature, thus the current trend and concept of inclusion is right based education rather than charity. This describes that giving education is not the matter of gift we gave for the students with disability it is the right for every student to get education according to their needs.

Inclusive education as a development approach aims at an educational system that is open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments. An inclusive education promotes active learning in all students by identifying barriers to learning and removing or reducing them Tirusew (2005, p. 3). This indicate that every student have to get education according to their need.

According to Ingrid L. (2009, p. 5) increasingly, inclusive education is being seen as a process of bringing about change in the education system, by identifying and solving barriers to presence, participation and achievement for every learner within mainstream settings. So the main purpose of inclusive education is to bring change on education and to solve the barriers that the female students face during they stay in the university. This means to get Braille books in the library, to use assistive technologies according to their needs in the classroom and to participate in the classroom equally just like their peer sighted friends do.

Even though inclusive education is a challenging process for both Ethiopian schools as well as higher education institutions, it is becoming a legal and logical commitment to address disability issues. Although the inclusive policy is not always applied practically, the shift towards inclusive education in Ethiopia has provided an opportunity for students with impairments at least to have access to educational institutions in their respective communities (Tirussew, 2005)". This shows

that there are some challenges in the universities like inaccessibility of facilities lack of braille books, assistive technology for visual impaired students

2.2. Definition of visual impairment

The term visual impairment refers to students experiencing visual difficulty to the extent it adversely affects their educational performance. This includes both partial sight and blindness AAU Guide line unpublished, (2019, p.16).

According to Ysseldyke and Algozine (1995) as sighted on Alemayehu (2005, pp. 34-35) defined partial sighted pupils and Blind pupils as follow:

Partial Sighted Pupils

Partial sighted pupils are pupils who, by reason of impaired vision, cannot follow the normal regime of ordinary schools without determinant to their sight or to their educational development, but can be educated by special methods involving the use of sight. Such pupils use print materials but may need modifications such as enlarged print or use of low vision aids magnification. This shows that partial sighted pupils can use enlarged print and they can read by using magnification materials. **Blind Pupils**

Blind pupils are those pupils who are totally without sight or have little vision and who must be educated through channels other than sight for example:- Using Braille or radio- tapes (Ysseldyke and Algozine (1995) as sighted on Alemayehu (2005, pp. 34-35). These describe that Blind pupils cannot read print materials and can't use magnification lens.

2.3. Educational Implication of Visual Impairment

By the British Columbia Ministry of Education (2006/2007, p.6) educational implication of visual impairment is defined as follow:

“Having a loss of vision often requires students to do things in different ways and sometimes learning opportunities are fewer. Development of concepts and skills may take more time. Because of vision loss the concept development, interpersonal communication skill, life skill,

orientation and mobility skill may take time". This shows that female students with visual impairment at Addis Ababa University needs more time to achieve state of educational provision. Because the way they experience at high school may different and also they may stay at boarding school.

And also the AAU Guide line, (2019, p. 16) stated that students with visual impairments have learning needs that must be addressed through curriculum and instructional adaptation, and accommodative service, to make them succeed in their academic endeavors and thereby in life. Compensatory skills that permit access to the general curriculum such as Braille and concept development tactile graphics, orientation and mobility skills, social interaction skills, career education and planning, assistive technology like optical device should be well developed for the students. Furthermore, independent life skills, recreation and skill, self-determination, and sensory efficiency (including visual, actual and auditory skills) should be emphasized. These indicate that students with visual impairment can be successful on their education by using compensatory skills like assistive technology.

Some of the vital skills required by students with visual impairment for success in academic and career development activities. Hence, it is important to give due attention to give orientation and training to students with disabilities about mobility and safety awareness, as well as on computer and /or Braille typing skills, job hunting skills, career handling skills, and daily living skills. Alemayehu, et.al, (2019, p.22)

According to British Columbia Ministry of Education, (2006/2007, p. 7), the students with visual impairment needs to take part in extracurricular activities to be challenged to take risks and grow, become aware of personal strengths, talents, learning styles, and interests, to be full participants in the classroom and to be able to move independently and be assisted when needed. This stated that the students with visual impairment need to participate in different co-curricular activities and to get assistance when they need otherwise the need to be independent.

According to the UNESCO, (2009, p. 20) the way teachers teach is of critical importance in any reform designed to improve inclusion. Teachers must make sure that each pupil understands the instructions and expected working modalities. Similarly, the teacher him/herself must understand the pupil's reaction to what is being taught since teaching only has meaning and relevance if the

pupil acquires its content. Teachers thus need to be educated in alignment with these expectations. The way teachers provide education can bring great change on the students' educational performance. So on teaching students with disability, the teacher have to be willing to provide education according to the visually impaired students' needs.

According to the UNIESCO (2009) for the students with visual impairment mastery of the skill areas like communication skills, social interaction skills, orientation and mobility, independent living skills, and self- determination is essential for the students' long range educational and life outcomes. This shows that female students with visual impairment have to develop their skills to be successful on their educational performance.

2.4 About Accessibility

In order to make the state of educational provision more approachable for female visual impaired students'; accessibility of getting information about education, accessibility of the library, accessibility of classroom, accessibility of the dormitory and accessibility of the cafeteria are very crucial things.

2.4.1. Access of Getting Information about Education

Inaccessibility to general and academic information was a serious obstacle for students with VI to advance their education in AAU Teferi, (2016, p.112). This shows that inaccessibility of information about education has negative impact on female students with visual impairments' academic performance.

According to Esther et al, (2018, p. 49), students with visual impairment faced challenges while seeking information that make them prone to powerlessness and inability to participate in decision making and development programs that affect them and their fundamental rights. This indicates that female students with visual impairment need to get information in order to practice their right to participate in different co-curricular activities in the university.

2.4.2. Accessibility of the library

Just as sighted people might read a newspaper, listen to a CD or download electronic information from the Internet; visually impaired people also want access to relevant information in their

chosen accessible format (Junaid, 2017,abstract section para.1). This stated that in order to update themselves and to be aware of things what new books say and to upgrade their knowledge students' with visual impairment needs to get information about their education as every student needs.

According to Junaid, (2017) Libraries have a moral obligation to make information available to all categories of users regardless of their gender, age, race, political affiliation or disability. Till now library services for these persons were not adequate but the importance of making information accessible for visually impaired people is now realized by different sections. At present with the help of Information Technology (IT) it is possible to provide user friendly & adequate services for these people who are neglected for long time”.

In Ethiopia, PwDs are highly under-represented in the school system going down to less than 1% of the school age population. With regard to the rate of participation in higher learning institutions is extremely trifling or almost non-existent. Most of those who have the opportunity for higher learning are placed and served at Addis Ababa University. It is also important to note that Addis Ababa University is among the Sub-Sahara African universities known by its tradition in providing access and support particularly for students with visual impairment in its programs. However, reports in the different national associations of the PwDs indicate that there are still some higher education institutions that completely deny access for those with visual and hearing impairments. This is a critical human rights issue, which needs to be addressed by the relevant institutions and the Ethiopian government. (Tirussew 1999)

To strengthen the above idea Esther et al, (2018) found that “Information materials available are print non print which was outdated, not currents and were inadequate to cater for all students. Braille books were in bulk and they cannot get the complete copy which was difficult to find the next set whereby Sometimes they move the next class without having some part of Braille which has hampered their studies as it was confirmed by the key informants, they stated that the little grants they receive from the government and well-wishers is not adequate to purchase enough books for all students”.

2.4.3. Accessibility of dormitory

It is advisable to open/establish service centers at ground level as well as reserve ground floor dormitories for students with disabilities (HEIs Manual, 2014, 19). The dormitory for visually impaired students at Addis Ababa University was at the ground and all the female visually impaired students were settled at the same floor. They can get their dorm and their bathroom easily they can communicate each other.

2.4.4. Accessibility of Cafeteria

There are Lidet Café and Main Café two big cafeterias for the Addis Ababa University students. The cafeterias serve all the students equally. All students (SWoD and SWD) serve equally. Female visually impaired students' needs special considerations in the cafeteria which can be difficult to navigate. If the class eats in a lunchroom, an initial orientation (and in some cases, several opportunities) to the cafeteria may be necessary so the student with a visual impairment can learn where trays are located, where lines form, and so forth. Peers or staff members may need to give the student physical assistance or verbal directions to get to an empty seat until the student develops a routine.

According to Willings, (2019) students who are blind or visually impaired will need special considerations in the lunchroom which can be difficult to navigate. If the class eats in a lunchroom, an initial orientation (and in some cases, several opportunities) to the lunchroom may be necessary so the student with a visual impairment can learn where trays are located, where lines form, and so forth. Peers or staff members may need to give the student physical assistance or verbal directions to get to an empty seat until the student develops a routine. It is helpful to encourage cafeteria staff to remind the student, if necessary, about the day's food selections. Encourage the highest level of independence possible for each student. Students should be encouraged to carry a tray even at first there is only an unopened milk carton on the tray. The goal is for the student to eventually become independent. Gradually add more unbreakable and non-spill items to the students' trays until the student can be completely independent.

2.4.5. Accessibility of the classrooms

All the classrooms of Law and Governance were at the ground floor and the students can get easily but it is difficult for visually impaired students to identify the room number because all the classroom numbers were not written by using Braille.

Ground location of classrooms, equipping of classes with modified materials like adjustable table and chair, reserving appropriate sitting places or positions, allowing students to record lessons, tolerance of slate and stylus sounds seems simple or minor but are basic for students with disabilities (HEIs Manual, 2014, 19). This indicates that class rooms have to be accessible for the female students with visual impairment to record the lecture note and to use the slate and stylus without any discrimination.

2.4.6. Accessibility of the recreational place

Students with visual impairment need to be exposed to and given sufficient hands on experience on recreation and leisure time activities to help them enjoy life AAU Guide Line (2019, p.24) this indicate that students with visual impairment needs recreational place in order to fell free from the stress which comes from long time studying and also hearing a lecture note.

"Recreation", includes listening to talking books supplied by organizations for the blind and sight impaired, is very important. There is need to provide appropriate information facilities, materials, equipment and a cadre of trained teachers, professional and support staff to address their needs at all levels (Esther, Cephas& Andrew, 2018, p. 47) This shows that the female students with visual impairment have better to get appropriate information about the situation of the recreational place in order to feel free and enjoy by the situation.

2.5. The Adaptive Technology and Equipment to Teach Students with Visual Impairment

According to Tamru, (2016), Adaptive Technology can provide equality between visually impaired individuals and their sighted peers within the emerging information society. With the aid of the appropriate technological devices, visually impaired persons can independently access, process, store and transmit the same information handled by sighted people. Both use computers

to manipulate this information. The only difference lies in the form in which the information is displayed. This indicates that technology makes easier for female students with visual impairment.

Nowadays there are different kinds of adaptive technologies in the world according to A wide range of products have been developed for the blind that are referred to variously as 'adaptive' or 'assistive' technologies. These include traditional devices (e.g. long cane, magnifying glass, portable Braille typewriter, hand-held video camera, talking calculator /clock/dictionary /measuring device, cassette recorder and Dictaphone, large-print books and raised-line drawings), as well as more recent technology associated with the computer (e.g. Braille keycaps, Braille embosser, Braille display, screen reader, screen magnifier, speech synthesizer, text-to-speech software, scanner and OCR software, electronic travel aid, personal navigation assistant and laptop/portable computer) (Ifan, 2001). This shows that the adaptive technology makes the educational provision easier for the female students with visual impairment.

And also Alemayehu (2005, p.44) Stated the Adapted Educational Materials and Equipment

- Braille-writer Slate and stylus: a Braille-writer is a six-key machine that is manually operated and types Braille. The slate is a metal form with openings the size of the Braille dot; the stylus is a pointed object used to emboss the dots.
- Cassette tape recorders, may be used to take notes, formulate compositions, listen to recorded texts, or recorded assignments,
- Talking calculator: it is an electronic calculator that presents results visually and auditory.
- Closed-circuit television: it is a system that enlarges printed material on a television screen and can be adjusted to either black on white or white on black.

These indicate that using adaptive technology make the educational provision easy for female students with visual impairment

2.6. Challenges; Which Female Students with Visual Impairment Face During their Stay in the University

The major educational challenges faced by SwDs at AAU were: lack of adequate educational background, shortage of instructional materials, text and reference books (written in Braille or

recorded cassettes), insensitive instruction, teachers' negative attitude, rigid curriculum and the nature of the course (some courses require fieldwork and a lot of reading). Furthermore, the students expressed that the academic competition has been more frustrating for them than the non-disabled students (Tirusew& Elian. 2000, p.9). This indicates that inadequate educational support has negative impact on female students with visual impairment on their educational performance. Secondary, integrated, and special education to higher education is a significant barrier to their respective advancement. Reasons for such barriers are limited access to educational materials and the unavailability

The high dropout rate of visually impaired students from primary, of an appropriate learning environment in mainstream educational institutions (Centre for Services and Information on Disability, 2003, p. 11). This indicates that inaccessibility of educational materials and learning environment is an obstacle for the female students with visual impairment to fulfill their goals.

And also the students with visual impairment especially female students with visual impairment face several challenges that make them prone to powerlessness and inability to participate in decision making and development programs that affect them and their fundamental rights. They includes, Inadequate finances, Inadequate collection, Inadequate Human Resources, Lack of Proper Technology, Difficulty in navigating environment, Social isolation, Access to documents, Professionalism, Copyright Act and National Information Policies (Esther, Cephas& Andrew, 2018, p. 47). This indicates that inaccessibility on different necessary materials and personal support has great impact on the female students with visual impairment become successful on their academic performance.

Academic challenges of Students with Disabilities (SDs) surface across all universities of the country, in which Addis Ababa University (AAU) is not an exception. As a result, VC students, like other SDs, face acute academic challenges. The problems for VCFS surfaces even more, as an age old extension of the harsh reality and gender (World report, 2011, p. 9). This indicate that the female students with visual impairment face the challenge is more that of the male students with visual impairment.

Chapter Three

Research Method

This qualitative research study used semi-structured interview in order to collect the data and answer the research questions basic questions. The purpose of this study is to assess the state of educational provision and prospect of female students with visual impairment. The study also encompasses the accessibility of educational information, the adaptive technologies used to teach the female students with visual impairment and the challenge that female students with visual impairment face during their stay in the university.

The research was obtained at Addis Ababa University in the College of Law and Governance. The data gathered through semi-structured was analyzed thematically.

3.1. Research Design

In order to meet the objectives of this study and to answer the basic research question, qualitative research was used. And in order to explore the phenomenon case study method used for an in depth understanding about the situation. According to Abiy et al. (2009) Qualitative research is research undertaken to gain insights concerning attitudes, beliefs, motivations and behaviors of individuals to explore a social or human problem and include methods such as focus groups, in-depth interviews, observation research and case studies. And also Abiy et al. (2009, p.32) case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. They are largely descriptive examinations, usually of a small number of sites. This stated that case study method used to explore in-depth the data gathered through qualitative research. So the researcher put the findings in words to have depth understanding.

3.2. Participants of the study

In the college of Law and Governance there were forty-one students with visual impairment. Among these seven of them were female. This study was focused on the seven available female students with visual impairment.

Among the seven students with visual impairment two of them were fifth year three of them were fourth year and two of them were third year students. Unfortunately the researcher couldn't find first and second year female students with visual impairment in the college.

The head of the Law and Governance, a teacher, gender expert, teaching learning expert from the College of Law and Governance and also an expert from special needs support office were purposely selected to participate on the interview in order to insure the information.

Table 3.2.1. Demographic Profile of participants

Pseudonym	Age of onset of VI	Type of VI		Studying years in the University
		Blind	Partial	
Hm	5	✓		4 th
Sh	At birth	✓		4 th
Mu	7		✓	4 th
Wb	4	✓		5 th
Be	18	✓		5 th
Re	At birth	✓		3 rd
Tr	At birth	✓		3 rd

3.3. Data Collection Instrument

The researcher used two types of instruments in the process of necessary data gathering. The main data collection instrument was semi-structured interview.

3.3.1. Semi-Structured Interview

Semi-structured interviewing is perhaps the most common type of interview used in qualitative social research (Catherine, 2009, p. 28). This shows that semi-structured interview is most appropriate for this research study because it helps the respondents to give more information

about the state of educational provision and prospects and freedom of expressing their ideas. So this method is helpful in order to get detailed information from the students. And according to Cohen D, (2006) Semi-structured interview allows informants the freedom to express their views in their own terms. And also it can provide reliable and comparable qualitative data.

The semi-structured interview was contained four parts which was designed to address the basic research questions. The first part was for the students with visual impairment, the second was for the college of Law and Governance head, the third part for the instructor and the fourth one was for the experts.

3.3.2. Interview instrument

The interview questions for the female students with visual impairment was ten open ended questions which has intended to gather information concerning the educational provision, opportunities which are available to support female students with visual impairment on their education. And six open ended questions for the college of Law and Governance head that concerning about special opportunities given for female students with visual impairment and how they handle if the female students with visual impairment become at challenge, for the instructor six open ended questions concerning the way they provide education for the female students with visual impairment and to find out if there were challenges on teaching female students with visual impairment, and also for the experts four open ended questions were prepared which intended to assess about how they provide information for the female students with visual impairment, opportunities given and how they handle when they were at challenge which has great impact on their education.

All the interview questions were prepared in English language, but to get more elaborated explanation and to make the participants feel free of thinking about the English language it was translated in to Amharic language.

When the interview was going on, the researcher used interview guide which could help her as topical trajectories in collecting the required qualitative data. The interview guides (frameworks of the theme) were open-ended than questions prepared in a structured interview. However, in the course of interviewing, the researcher was rearranging the sequence of the items of the interview by rejecting or adding more questions based on the context of the conversations before

starting the actual interviews. The semi- structured interview instrument was developed by the researcher under the supervision of the advisor.

3.4. Data collection procedure

Preliminary data collection started at Addis Ababa University just by introducing myself and explaining the objective of the study to the Head, teaching learning experts from the Law and Governance College, teachers, gender and special needs support office experts and female students with visually impaired as they were the focus of the researcher. The establishment of rapport between the data collectors and the informants followed. Then the researcher contacts the female students' with visual impairment representatives. Fortunately the representative was from the college of Law and Governance and this situation makes the data collection procedure easier for the researcher in order to communicate and collect the data. Keeping the schedule, the actual data collection started.

In order to make the participants feel free on the interview process according to their preference the interview was done in the Kennedy Library which is reserved for the students with visual impairment and in the university compound in front of the female students' dormitory.

The researcher conduct the sample twice which mean during the interview time and during the focus group discussion. And also to verify the data the researcher also conduct interview with the head of the Law and Governance, instructor, gender expert, teaching learning expert from the law and governance college and also an expert from special needs support office. The data from the interviews and focus group discussion were gathered using voice recorder and taking note.

3.5. Data Analysis process

Thematic analysis is a method for identifying, analyzing and reporting the data. After collecting the data, the interview made was transcribed on paper. The transcribed interview data again translated in to English language and bout fifteen pager were transcribed. Next, as it was coded and assigned for each segment of concept based on each interviews, the researcher grouped similar kinds of ideas and concept together in themes. After that, similar codes collected together from each segment of concept. The themes were used as headings and explain one by one. The

end result has been presented in written form and. Finally, analysis of data and conclusions and recommendations have been drawn using analyzing the data out comes

3.6. Ethical consideration

According to Abiy et al. (2009, pp.98_100) Ethics is one of the most crucial areas of research, with deception, misconduct and abuses in research increasingly becoming a crucial area of discussion and it helps to promote the aims of research, such as knowledge, truth, and avoidance of error, to promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness and also help to build public support for research work.

Referring to the ethical consideration, discussion was done with the participants of the study. It contained information concerning the researcher's full consent (permission) to give awareness on what the study examines, the right to withdraw and getting any relevant further information about the study, confidentially threatening of participants data were clearly discussed. The researcher obtained agreement of the participants verbally to start the interview process. After being sure about the validity, reliability, pertinence of the interview instrument and obtaining the informed consent, the instrument was organized for the final study and the research was conducted.

Chapter Four

Findings

Introduction

The main purpose of this chapter was to discuss the finding about the educational provision and prospects of female students with visual impairment. As it was a qualitative research the data collected from the interview was discussed and analyzed thematically in themes.

There were four themes in this research study. The first theme was discussed about the Educational Provision, the second theme was about Accessibility, the third theme was about Assistive/Adaptive Technologies and the fourth theme was about the Challenges that the female students with visual impairment face during their stay in the university. In order to make the result more noticeable the researcher put them according to their theme.

4.1. Educational Provision

Most participants were assured as the educational provision has gap on the accommodation of the female students with visual impairment needs in terms of different reasons such as some teachers do not allowing them to use digital voice recorder, some teachers didn't give them soft copy and use pictures for clarification of the subject matter during the lecture time without considering the students with visual impairment needs. These things are happened not because of teachers' unwillingness but due to lack of awareness on how to provide education for the students with visual impairment.

The college also couldn't provide materials that were needed for visually impaired students in general and female students with visual impairment in particular as females were affected by many more problems in their stay at the college.

The students stated their ideas according to their feeling like these:

Sm stated that:

Although College of law and Governance is better than other colleges for providing education for female students with visual impairment, there are also many things that are missed to accommodate us because still there are some teachers who couldn't provide short notes and hard copy that can help us to be effective in our exams. Besides, there are also teachers who didn't allow us to record the lecture note as the college didn't arrange and give orientation for instructors who are especially junior before they start teaching students with visually impaired. These and other things make them dependent on other sighted students and have no confidence to do their exam as visual students do.

According to the interview held with Wb educational provision was not accommodate their needs because some teachers might not realized what female students with visually impairment needs, for example, instructors were writing and drawing some points on white board in order to make the lesson more clear for students who were sighted, it was good for them and they had no compliant for it but instructors should know that there were students who were visually impaired and therefore they had to use different teaching method that could make them part of the students if not they understood that there were some instructors who didn't give any attention for female students with visual impairment and made them hopeless for the course which was going to be given.

On the other hand, most teachers in Law and Governance were keen to help students with visual impairment and were supportive by allowing them to record the lecture note, these made students to be effective in the courses which were offered by such teachers as they taught them in line with their expectation and learning style and these teachers provided soft copy while they gave hard copy for their students without visually impaired in addition to these, their classmates were very assertive and optimistic for them that is why they had friendly and brotherly relationship.

According to the responses obtained from the interview, there is big problem on educational provision specially delivering up-to-date braille books in order to make students with visually impaired competitive enough with their fellow and develop their self-esteem, as it has psychological pressure if students with visually impaired in genera and female students with visually impaired in particular at campus level.

According to Bz assumption there was a big problem on educational provision. She stated that:

“The college of Law and Governance was forgotten about hard copy (Braille books) as important for visually impaired students. There was no recent Braille printed books as we need.”

And also she explained that:

“I taught as some teachers had lack of awareness about our special needs because the way of educational provision was a big challenge for us. Some teachers taught by showing pictures and saying “this” and “that” without giving adequate elaboration about “this” and “that” considering the visually impaired students. The teachers may forget us as we are in the class room and couldn’t consider our special need. In addition of these some instructors do not give us soft copy materials and handout. So we are forced to search a person who read and record his/her voice. Through the process we lost a lot of time and money it had negative impact on our educational performance.”

And also she continues her explanation that:

Before joining the university, I had experience in high school education that we equally learnt with sighted students and took notes by using braille. At the exam time we wrote on braille and the braille was translated to note and checked. Here in the University everything becomes totally different. Because the exam reader read the question for us and we replay the answer and the exam reader wrote the answer on the answer sheet. As the Law school, the exam needs to refer different books, legislations and codes it needs time to think of it for understanding but the time which is allowed for the exam is not enough and therefore our result is affected and is not in line with our expectation to score because of no support from the college and we have no opportunity to read, rehearse the questions as a person who is going to read the questions becoming bored.

Ts also added about special support for female students with visually impaired

“We are enrolled with our sighted friends. According to my experience there is no special support which is given for female students who are visually impaired although we are badly in need to get it because of the disability that I have but I don’t need special support because of my femaleness”.

She also stated that

“I listen the lecture for about two hours for a single class without taking notes. This make me feel bored. I lose my attention after a while. The sighted students see what the teacher wrote on the black board, take notes and read their handout which is given. But we become passive listeners. It has great impact on our education”.

Mu and Re stated that

“Female students with visual impairment need to be provided special support than male visually impaired students because females have had many problems for example, males can go somewhere and ask someone to read the handout since they are males but as we are females, students may try to steal our property rather than reading the material for us therefore tutorial class and extra time should be given for us as to do by ourselves specially individual assignments and class activities”.

Wbrevealed that:

She joined the university after having scored an excellent result but after she arrived at Addis Ababa University everything was different from her experience in boarding school. When she was at boarding school Braille books were given and got easily and exams were prepared by using braille paper. But at Addis Ababa University there were no enough braille books as they needed. She listens to the lecture not in the classroom without referring books or handouts during the lecture time. And then she went to the library and listened to the lecture notes and downloaded the soft copy but it takes time so that she can't get enough time to read what has been taught line by line and therefore her result is not excellent in turn her effort.

The head of the college assured that:

“There is no special support for the female students with visual impairment separately. There was an action research which was done by the academic staff in order to identify challenges of students with visually impaired and support visual impaired students to be effective in their learning, but there was gap on the implementation”.

One of the instructors has responded that:

“Most of the time I couldn’t provide special support for female students with visual impairment separately. Sometimes when I believe the topic is vast, I may give extra time for the students with visual impairment in the classroom and I try to explain it in detail. Sometimes I need to teach visually impaired student according to their needs but I am not aware how to support them. Even I need to take training in order to evaluate my students by using braille and assistive technology because some students with visual impairment who actively participate in the classroom and whom I believe them as they are excellent on their academic performance sometimes score below their potential this indicated me that there is gap on their examiners or exam reader”.

The above responses showed that there are some instructors who are looking forward training to give special support for students with visual impairment but planned training was not given earlier for instructors to teach their students in such a way that clear and understandable.

The teaching learning support expert explains that:

“There was tutorial class for female students organized by the college. But there was no special support which was done for the female students with visual impairment separately”.

The gender expert of the college stated that:

“Although gender office has its own responsibility to make strong follow up and facilitates so as to provide tutorial class and special supports after identified their needs, for female students with visually impaired, but no special support for the female students with visual impairment separately”.

The special needs support center expert explained that:

“Female students with visual impairment get special support from the special needs support center. The center facilitates to the visually impaired students to get styles, digital voice recorder, personal assistance during the exam time and give counseling support by the special needs support officer.”

And also he stated that the special needs support center tries to make the university compound more accessible for visual impaired students there is still not yet accessible bathroom.

The special needs support expert added that:

“The center was giving 1,000 birr once every year for clothing purpose and give 500.00 birr per month for all students with disability for the purpose of personal assistance payment. And also the office work with non-governmental organizations to give training and support them. The center creates a partnership with TsehayZewdie Memorial scholarship provided special support for female students with visual impairment like teaching aids and assistive/ adaptive technologies.”

4.2. Accessibility

According to the data, accessibility is very important for female students' with visual impairment on their academic performance because female students with visual impairment not easily get information comparing to the male students with visual impairment. Most of them were not participating in different co-curricular activities and scholarships like joining to different kinds of students' club and financial support scholarships. They may get the notice after outdated because all the notices were announced through paper printed material and there was no Braille written announcement.

4.2.1. Accessibility of getting information about education

According to the data collected from the participants there was a big challenge on getting information for female students with visual impairment.

Mustated that:

“Some teachers may forget our special needs because I have an experience that one teacher told us that there will be an exam for the next day and I come with a person who can read the exam but the teacher informed us the exam was shifted for the afternoon and I came back with the exam reader in the afternoon but the teacher again told us as the exam is postponed for another day, this was my sad moment”.

And also she added that:

“There is an information gap between students with visually impaired and students without impairment because all notices which are posted on the notice boards can't address students with visual impairment; as it is written on a paper only for those students without impairment it is not written by using Braille therefore accessing information is another challenging chapter for us to be successful in our education and now a days information is a source of knowledge. There are also telegram group at class level and some instructors are the member of that account and information is shared and exchanged via telegram but it is good for students without visual impairment. If students are called at morning we heard the information from them but if it is at noon students may go to class from the cafeteria so that we missed many classes and it was really very sad thing for us.”

Mu stated that

“Because of information gap, we female students with visual impairment failed to get different donation like sanitary, pad, soap which is given by the university women children and youth affairs office given only for female students”.

4.2.2. Accessibility of personal assistant

The participants assured that there was no personal assistance for female students with visual impairment in particular which support by giving mobility training, giving life skill training except the assistance which is given during the exam time.

4.2.3. Accessibility of classroom

According to the participants of the study, now they have not complain about the class room accessibility, as students with visually impaired early inform the program coordinators, classes are assigned on the ground floor of Nelson Mandela Building. The classrooms were easily reachable for the female students with visual impairments.

But Mu stated that:

“Even if the classrooms are easily accessible for us, there is a problem for assigning classrooms with number, it is written at the top of the classroom and it is readable for students who are not with visual impairment but we students with visual impairment should ask someone who is around the class to told us the room number, if we don’t get someone around, we may not arrive on time specially the first two weeks of the semester until we become familiar with it. Therefore classroom numbers should be written by using Braille too.

4.2.4. Accessibility of the Dormitory

According to Re

“The dormitory which visually impaired students are assigned is in the ground. We can easily access our dorm and our bathroom.in this regard, we feel very comfortable because all of us are visually impaired students and sharing and developing our own culture and discuss about things which are common for us but it has its own negative impact as we sometimes need support from the sighted students in the dormitory, if we are living with our friends who are sighted, we may

let them read hard copy for us, and give information, ask for clarification on points which are not clear in the classroom”.

4.2.5. Accessibility of the cafeteria

Bz stated that:

“I am always getting better assistance from the cafeteria because almost all workers in the students’ cafeteria are ardent and welcoming as those mothers who provide food for me is treating me as if I were their first child that is why they have been providing special attention and give me priority to serve.”

All the other participants were agree with Bz’s statement

4.2.6. Accessibility of the Recreational Place

Bz ascertain that:

“There was no recreational place for the female students with visual impairment in the university compound”

And all the participants agree with Bz’s statement.

4.2.7. Availability of Materials

According to Mu

“Availability of materials like batteries for the voice recorder and stationary materials are very important for female students with visual impairment but they are not available inside the university so that we are forced to go out of the university compound and spend our precious time and it leads us to pay extra cost as materials are expensive outside the university”.

Mu also stated that

“Addis Ababa University is doing well by providing students with visually impaired digital voice recorder before we start our first class yet when we finish our study the university forced us to delete all our files that have been stored and saved for five years

and return the voice recorder, which is not good because we have no hard copy, recorder and money to buy, if we have why we borrow from the university in the first time”.

Here students with visually impaired have got assistance from the university but they are expected to give back the voice recorder that was given for them when they joined the university, providing digital voice recorded for them is a good culture for the universities in supporting students with visually impaired but the recorded should be given for them having found international donors and NGOs which are working around disability area because if the university receive their recorder they will not have a chance to refer what they have learned at university.

Another question was raised about accessibility of materials and the participant of the study described that learning resources are no accessible around their dormitory, library, and reading rooms and therefore different problems are facing them.

SM also stated that:

“I have an experience that when I was studying for exam and I got the hard copy and searched and found a reader unfortunately the batteries are used up at the middle. I need to buy it immediately but I couldn’t get it in nearby. So the reader has gone and I am forced to take the exam without reading.”

According to Mu

“Availability of materials has its own impact on our education. There is no shop near to our dorm, if we need to buy batteries for our digital voice recorder, if we need to buy sanitary pad and also if we need to buy mobile card we were to go out of the compound.”

4.2.8. Accessibility of the Library

According to Sh:

“The university allocated yearly budget to buy up-to-date books for students who are not visually impaired in line with the curriculum when instructors come to class at their start of the course ,the instructor explain the course outline and text books and reference books that have to be read by students so as to achieve the goals and objective of the

course, then after sighted students start to check availability of those text and reference books in the library from the course outline ,if they are not available in the library they come and inform the instructor that some reference books are not available or are not enough for students who are taking the course so that the instructor ordered head of the librarian for buying, I have been learning here for the last four years, no instructor who asked me about the availability of reference and text books. What surprises me is that there are some instructors who didn't recognize our presence in the classroom and they have no idea about reading material or it seems that asking us about reference and text books is not their business”.

Re also portrayed that:

“When I was in boarding school I had experience of reading braille books but here in Addis Ababa University it is too hard to get enough Braille books so that we are forced using soft copy.”

TS also strengthen the above that:

“Lack of Braille books and codes make us not to participate actively in the classroom”.

MU guaranteed that:

“There is digital library in Kennedy for the students with visual impairment it is a good start for the librarian because at least they recognize that those visual impaired students are familiar with technology and they are really altruist for us by helping us when we are in the library, But the library is not well organized therefore books are not in there correct place and they are here and there and no enough shelves in it because equal attention was not given like sighted library”.

She also explains the realities in the libraries accessibility as follows:

“The library is not nearby to our dorm, so it is too difficult for us to study until the mid-night. Because if we lost our way when we come back to our dormitory who will show us or who knows we may exposed for sexual abuse in the way to our dorm at the mid night. And also new edited books are not available according to our need in the library.

The participant of the study speculated that their economic back ground is not good and therefore most female students with visual impairment have no their own laptop computers so that they are dependent on the university computers but most of the time computers are not functional, when computers stop working they instantly inform the maintenance department but it takes time for maintenance this makes them unable to accessing materials which were sent by their lecturers on timeso the special library for students with visual impaired should be made ready and the capacity of the network should also be upgraded.

4.2.9 Assistive Technology

According to the data collected from the participants assistive device like digital voice recorder and Jaws loaded computers were available in the library. This was a great chance for those who do not have laptop. But when the computers become damaged there was no immediate maintenance. So the students who do not have laptop becomes in a big problem during this time.

According to the finding most students need to take the exam by using assistive technologies like computers but in the college of Law and governance it is not practically applied.

And also the female students with visual impairment get digital voice recorder from the university and they used it to record different materials on it but they are expected to return back to the university at the end of their study.

Wb assured that:

“Some teachers (not all) couldn’t give us soft copies they only give hard copy for the sighted students and use the white board. This makes us become busy on searching a person who read the note for us and record the voice then we hear the lecture note.”

And also she continues her explanation that:

“Braille paper, stylus, screen reader loaded computers, white cane, are available for us by the special needs support office but it was not enough because assistive technologies like Braille Printer, reading device, electronic Braille displays, and text magnification were also important to make us be successful in our education.”

Sh also stated that:

There are computers for the visual impaired students and we have digital voice recorder. There are no other assistive technologies in the College of Law and Governance.

All the other participants are stated the same ideas like Wb and Sh stated.

During the focus group discussion the female students with visual impairment stated their ideas as follow:

Re stated her idea:

“The university give us digital voice recorder and we it to record different lecture notes and materials for our education and also there are computers for the visual impaired students in the library. Rather than these there are no assistive technologies available in the colleges”.

The other participants also agreed with Re’s statement

Mu stated her ideas that:

There are only two assistive technologies that we use during our stay in the university. These are jaws loaded computers which are found in the library for the students with visual impairment and digital voice recorders. There are no other assistive technologies in the college.

The other participants also agreed with Mu’s statement

4.3. Challenges

The participants of the study were also asked about challenges that face female students with visual impaired during their stay at the university.

“Teaching students with and without disability in one classroom inclusively is good because it creates friendly relationship among students but I suggest that special support should be given for those students who are disabled, specially females with disability may face different challenges, one is being female and the second is visually impaired”.

When we look into the response given by Bz, we understand that the female students with visual impairment have double challenges from their learning at university one is their disability and the

second is because of their gender. As the respondent explained, while they studied in the library until midnight they might be exposed to sexual abuse. She goes on explaining the challenges in the classroom as follows:

“It is hard to record the lecture notes easily as teachers teach by moving here and there and difficult for us to get the gist of the lesson quickly and we put our voice recorder on the table in front of the teacher. But unnecessary sounds like opening and shutting the door, moving chairs here and there and other sounds outside the classroom also recorded then after it gives us another load for identifying and consuming our time.”

From the above response we understand that the role of the instructor was instructing students without making sure whether the classroom environment was conducive for female students with visual impairment for their recording or not therefore they had recorded whatever sound it was. Besides female students with visual impairment had got challenges to catch the lessons' main idea easily.

She similarly forwards her view saying:

“Although there is a special library for those students with visual impairment come and read in it, I have no resentment in this regard as long as there is a computer and free chairs for me, but sometimes chairs and computers for the students with visual impairment become busy by sighted students”.

Regarding the supports which are provided, let us see what Mu commented:

“My big problem is getting exam readers; it was a big challenge for me and it will be a big challenge for others too. Because some teachers didn't inform us early the exam schedule so as to prepare ourselves ready for the exam and also as payment for the exam readers is not satisfactory, we may not get a good reader unless the instructor informs us in advance. With that payment and also the time which is allotted is not enough, questions are too long to understand while the reader reads for us and writes the answer wrongly because the reader becomes bored”.

Bz explain the challenge she faces during her stay in the university:

“Giving education equally and also assessed equally shows equality but we are visually impaired students and we need special support because we take the exam by the support of another person. It is a reality that we have inability on doing some things but the university didn’t compensate our inability by another thing like assistive technologies.

And also it is hard to record the lecture note because teachers teach by moving here and there and we put our voice recorder in front of the teacher on the table. But different sounds like opening and shutting the door, moving chair here and there and other disturbing sounds also recorded without our interest. This means that, it has challenge to hear the lecture not and has great impact on our ear health”.

Ts also stated that:

“Lack of braille books is our big challenge because we listen to the teachers lecture without referring books for about two hours and again listening that lecture not in the library for about two hours. The same thing is done for every courses and this took our time of reading and referring extra books”.

Sh also stated that:

“Some teachers do not give us soft copy and not allowed us to use digital voice recorder and they give only give hard copy this was our big challenge because we are expected to search a person who read and record the voice and we pay for that person per an hour”.

Mu stated that

“We use to record the lecture note and different kinds of information about our education on our digital voice recorder. We thought as it is our reference for different educational information but at the end of the year of study we are forced to delete the materials and hand over the digital voice recorder to the university. This is another big challenge we face”.

Wb stated her idea in the following way:

“Searching exam reader was our big challenge and the college didn’t facilitate us to take the exam by using computer according to our needs or hire a person who read and write braille because of our exam the reader’s performance we lost our exact result”.

During the focus group discussion the participants stated their ideas according to their point of view:

According to Sh:

“Unsatisfactory library service could bring negative impacts on our academic performance. The books were here and there and sighted students can use our special room there is no adequate observation like the sighted students library”.

And also Mu stated that:

“Our big challenge was getting exam reader; it was a big challenge for us. Because some teachers do not inform us the exam schedule early, the payment for the exam readers was not satisfactory and in law school we expected to read a broad ideas and understanding for a single question and the exam may take two or three hours. During the exam time the exam reader feels fade up and they may write the answer carelessly. This has negative impact on our result”.

Bz stated that

“We cannot join in the co-curricular activities by the lack of information because all notices were not prepared by using braille not only this they said that because of gap of information we missed different scholarships and it became very challenges for the us to compute with the sighted peer friends. Most of the time we know after the information was outdated”.

And also the other challenge we face during the lecturer time was getting permission of using digital voice recorder. Most teachers in Law and governance allowed us to use digital voice recorder. But some teachers couldn't allow us voice recorder they may give us hard copy. During this time we are forced to search a volunteer who read the hard copy and recorded his/her voice for us. Otherwise we were forced to pay 45 birr per hour for a reader.

According to Sh

“It was better if the university make it as a right for visual impaired students to use digital voice recorder.

Not only this but also using the digital voice recorder had negative impact on our ears because our courses are very broad and we attend for about two hours in the classroom for a single course and we were also expected to hear it for about two hours in the Library. Every course needs the same thing so using ear phone for a long period of time leads us to develop ear problem. And also the quality of the recorded voice has also its own impact on the health of our ear”.

According to Ts

“ we need to be active participant in the classroom so we need to listen the lecture note by referring books and codes but there was no extra books to refer. Because of this we become passive listener and feel bored during the lecture time”.

And also she continues her explanation that:

“I learn by stragglng different things like hearing the lecture note at the class room for about two hours per subject and hear it for about two hours in the library. I do great effort to score very good academic result but my result was not satisfied as my effort and my expectation. When the fresh students ask me about the department of Law and Governance I told them not to join to Law school because every course needs to read a lot of books and codes there was no Braille written books and codes as we need. So I told them to join to other department and score excellent result. I said ‘በኛይብቃ’ (let’s stop it on us) until the College of Law and Governance accommodates our needs.”

Summary of the Major Findings

I. About Educational Provision

According to the finding some teachers did not allow the female students with visual impairment to use digital voice recorder and didn’t give them soft copy. And also they use pictures for clarification of the subject matter during the lecture time without considering the students with visual impairment needs. During this time the students lost their time by searching who read the

lecture note and record his/her voice and asking sighted students what the teacher draw on the blackboard.

And also there is lack of Braille books in the College of Law and Governance because of this the students listen to the lecture note without referring different books and without taking note. Only listening for a long period of time make them passive listener and this has negative impact on their academic performance.

The female students with visual impairment get Braille paper, styles, digital voice recorder white cane financial support; personal assistance during exam time from the center special needs support office. But not getting permission to use digital voice recorder during the lecture time by some teacher has negative impact on their educational performance.

To finalize the summery the researcher found that the female students with visual impairment did not get special support from their colleges and from their teachers they were expected to work so hard in order to understand what the teacher taught. But the way of educational provision has great impact on the students with special needs. The method has expected to address all students according to their needs. According to UNESCO (2009, p. 20) the way of educational provision and addressing students according to their needs is key point for students to be successful on their education. The teacher him/herself must understand the pupil's reaction to what is being taught since teaching only has meaning and relevance if the pupil acquires its content.

II. About Accessibility

There was gap on the accessibility of notices in the university compound because all the notices were written by using hard copy. No notices were written using braille paper in parallel to the hard copy which was used by the sighted students. Not only this but also the number of the classrooms were not written using Braille. This makes the female students with visual impairments become dependent on other students in order to get their classroom.

The dormitory was accessible for the female students with visual impairment but, settling only the students with visual impairment in the same floor alone has its own negative impact on the students with visual impairment. Because they need support from those sighted peer friends and also they will live with sighted people in the future so they have to experience how to live with sighted people and share different kinds of experiences by living inclusively.

According to the study the cafeterias were accessible for the female students with visual impairment. But there was no recreational place for the female students with visual impairments.

When we looked at the accessibility of materials; the female students with visual impairments get styles, digital voice recorder, cane and braille paper from the special needs support center. But giving these materials only is not enough for the female students with visual impairment. They need additional materials like sanitary pad soap, batteries for their digital voice recorder. There was no shop at the nearby; they were expected to buy it out of the University compound.

In the library there were no extra braille books available there was one for every course. It was too difficult for the female students with visual impairments to wait until it was turned back.

Most of the students were came from the boarding schools and they have experience on reading braille books but here in the university especially in the college of Law and Governance, didn't get as they need. So it has great impact on the academic performance of the female students with visual impairments. Because they can't refer any book or code they only listen to the teachers lecture passively.

There were no recent books written on braille according to the students need and the college couldn't give attention on providing recent books code written on Braille. And also the female visually impaired students were not adequately accessible for the educational information and communication.

III. About Adaptive Technology

There were computers with Jaws /talking computers and digital voice recorder. But these were not enough for the female students with visual impairment to be successful on their academic

performance. Because they need more advanced assistive technologies like screen magnification, Braille Embosser, and Braille display.

IV. About Challenge

The teachers teach them equally with the sighted students in the classroom. Giving equal opportunity in the class room is a good thing but giving equal opportunity is not considered as inclusion. Because students with special needs have to get special supports according to their needs.

And also most students with visual impairment came from boarding school they have experience on learning by referring Braille books but here in Addis Ababa University in the College of Law and Governance there were no extra braille books for every subject. It was a big challenge for the students with visual impairment to follow actively to their teachers during the lecture time. Because of these they become passive listeners and sometimes lost their attention.

The other challenge for the female students with visual impairment was getting exam reader during the exam time. And the female students with visual impairments answer can be written according to the exam readers' patient. Some exam readers write the answer carelessly this has negative impact on the female students with visual impairment academic result.

Not only these; but also notice were not announced by using braille paper parallel to the notice which was written paper. It was not accessible for the female students with visual impairment and they may hear it after deadline. Because of this the students were not participating in different co-curricular activities and they may loss different scholarships.

CHAPTER FIVE

Discussion Conclusion and Recommendation

Discussion

The major objective of this study was to explore the state of educational provision and prospect of female students with visual impairment at Addis Ababa University in the College of Law and Governance. Hence, in order to conduct the study, the researcher employed different research tools such semi-structured interview was conducted with seven available female students with visual impairment, and Focus group discussion was also conducted with seven female students with visual impairment. The College was selected because of its rich experience in admitting visually impaired students, compared to other colleges.

5.1. Educational provision

According to the research finding some teachers have lack of awareness on how to provide education for the female students with visual impairment. There was also lack of books and codes that wrote in braille, this made the visual impaired students felt as if they were not given attention by the instructors and the college, this problem has negative impact on their educational performance.

The study of Biniam (2016, p. 1) show that:-In a traditional higher education, the classroom lecturing is a predominant instructional strategy; a large amount of information is delivered visually through the use of black boards, white boards, transparencies and power point slides. In such a situation, students with visual impairment may be at a significant disadvantage academically if adjustments are not made to make curriculum more accessible. This shows that in traditional higher institute the teachers have no awareness on how to provide education for the students' with visual impairment by using assistive/adaptive technology. Still some teachers did the same in the College of Law and Governance. This way makes the students with visual impairment become disadvantage on their academic performance.

According to Endalkachew, (2017, p.1) AAU remains far from satisfying visually challenged female students for academic success as it has not yet established a structure to assist them; for not only failing to develop mechanism of checking their academic achievement but also failing to develop the university community to excel assistance to the students. This shows that there is gap on awareness creating activities in the university so creating awareness about the female students with visual impairment helps the students to get assistance from the university communities and it help them become successful on their academic performance.

And also the study of Kassie, (2013) shows that: the barriers to learning faced by students with visual impairments in an inclusive setting are many and complex. These challenges could emanate from different directions such as limited understanding of the concept of inclusion, disability, negative attitude towards persons with disabilities in general and visual impairments in particular, lack of training and administrative support and pedagogical challenges. This stated that the barrier that the female students with visual impairment was happened because of different reasons like lack of awareness and not giving attention.

According to the UNESCO,(2009, p. 29) Accessible and flexible curricula, textbooks and learning materials can serve as the key to creating schools for all. Many curricula expect all pupils to learn the same things, at the same time and by the same means and methods. But pupils are different and have different abilities and needs. This shows that the teaching and learning methodology has to be flexible in order to address all the students according to their needs. Because in the class room there may be students with special needs.

From the above we can understand that female students with visual impairment becomes in trouble because of some teachers lack awareness on how to provide education for the female students with visual impairment. And also not giving soft copy and not allowing them to use digital voice recorder took much of their extra time by searching a person who read and record the lecture note. And also lack of Braille printed recent books makes the students become passive listener and feel as they are not given attention by the college.

5.2. Accessibility

According to the finding of the study, sometimes the notices which were prepared and posted by different stakeholders in order to support female students at the university were not accessible for female student with visually impaired; they may get the information after it becomes outdated. Even the classroom numbers were not written by using Braille; it was written considering those sighted students.

The study also indicated that special services were not provided for the female students with visual impairment in the College of Law and Governance.

The study showed that there was no or lack of life skill trainings which were given for the female students with visual impairment by the college of Law and Governance so as to make them competent enough and feel them activities shouldn't be their control and create conducive environment to exercise their ability.

In the study, the researcher found that although there was a library for students with visually impaired, different problems were seen like: it was used by the sighted students, available computers were not functional, there was no also enough computers, and the maintenance department didn't make strong follow up for maintaining instantly when the problem happened and reported by the students and finally, there was no enough Braille books available in the library in line with number of students who were using the library.

According to HEIs (2014, P. 27) stated that basic reference is very important for students with disability. In appropriate formats like in audio, video, Braille or others bring serious challenge for students with disabilities. The inaccessibility of this situation limits the students to actualize their potentials. This shows that the female students with visual impairment academic performance depend on the accessibility of educational materials in the university library and in their college.

Esther et al (2018, p. 47) stated that the visually impaired students need to provide appropriate information facilities, materials, equipment and a cadre of trained teachers, professional and support staff to address their needs at all levels to be successful on their academic performance.

The study indicates that there are different kinds of scholarships to support female students in the university like sanitary pad donations, life skill trainings and co-curricular activities but there are some gaps on providing information for the female students with visual impairment because the announcement were written using paper print materials which is inaccessible for the female students with visual impairments.

There are also libraries for visual impaired students in the university but in the library there are no recent brail printed books which support the Law and Governance visual impaired students.

5.3. Assistive/Adaptive Technologies

The data from the interview sessions, Law and Governance instructors used soft copy to teach female students with visually impaired and awareness creation program hadn't ever given by the department in particular and by the university in general about assistive technologies before they started to teach them.

According to the Centre for Services and Information on Disability in Association with Peace corps-Fredskorpset (2003, p.14) Information and Technology accelerate the learning process and broaden their outlook and perspective on education, leisure, and life in general. IT facilitates the continuum from lower education to higher education to employment and beyond.

This shows that assistive technologies make the female students with visual impairment learning process easier. But there are lack of adaptive technologies in the college of Law and Governance. So it is important to teach them and make the students independent on getting information about their education.

5.4. Challenge

According to the study lack of Braille books in the college of Law and Governance has great impact on the students' academic achievement. Some of the female students with visual impairment came from boarding schools and they had enough experience for reading Braille book and how the staffs of the boarding school were treating them in their learning, but in the university, there were shortage of Braille books for students with visually impaired.

Another problem that was seen by the research was instructor's reluctant to be recorded by their students while they were teaching them. Besides, as students recorded all lectures which were conducted for two hours, it was also another challenge for them to prepare their own short not and got the main idea from the talk.

So, they are expected to record all the lecture talks and listen to the records. And also they were expected to search a reader person who read the learning material and record his/ her voice as there are many reading assignments were given by the instructors, it was really costly for students who had no money to pay for the readers for each courses and semesters.

The other challenge was that female students with visual impairment were not getting special support from the college of Law and Governance. They were treated as every visual impaired students treated. But Female students with visual impairment need special support from the university and from the college because female students with visual impairments were doubly disadvantages. This mean, they suffer as female students and also they suffer as a disabled student. According to our culture and social custom more of the time female were busy at house work and take caring their siblings. They go to school after supporting their family. And also in most family there is no awareness about visual impairment they may consider it as a curs from God. Because of this the female students with visual impairment needs to get special support from the university and from the College of Law and Governance.

The other challenge for female students with visual impairment was during the exam time. They were expected to come with the exam reader in order to read the exam question and to write the answer what the female students with visual impairment told to write. The students result was depending according to the exam readers' patience because in the College of Law and Governance they are expected to read and to write broad ideas.

The manual of HEIs, (2014 p. 20) also show that: The exam notifications, delivery approach, its appropriateness, and physical setting/location are generally not suitable to students with disabilities. For example, visually impaired students take their exam through reader assistance. The readers might not write answers exactly in the way the as the student thinks and says. Usually they might add or ignore some of the ideas. Readers also might not understand the importance of basic terms in the subject area. Hence, such ignorance might influence the

examinees grades. This shows that the female students with visual impairment were in challenge during the exam time. They were expected to come with the exam reader in order to read the exam question and write the answer what they told to write. But the students result was depending according to the exam readers' patience because in the College of Law and Governance they are expected to read and to write broad ideas.

And also Tirusew, (2005, p.2), in higher learning institutes persons with disabilities face different kinds of barriers and difficulties according to information shown in literature students with disabilities often faced additional challenges in their educational environment. Tilahun, (2017, p.2) on his study also mentioned that the challenge becomes more serious for female students with visual impairment. This shows that every students with disability face different kinds of challenges but the challenge becomes more serious for the female students with visual impairment so they needs more attention.

To summerised the discussion in order to make the female students with visual impairment becomes successful on their educational performance and to make the state of educational provision accommodate their the College of Law and Governance has to give awareness creation training for the teachers and the college community, to facilitate assistive technologies to make state of educational provision more accessible and to organize recent braille printed books and codes in the library.

5.5. Conclusion

The findings reflected that there is no stipulated policy on the official time that should be given to students with visual impairments during examination time. The quality of educational equipment used by female students with visual impairments was found to be absolute while learning materials were found to be inadequate.

5.5.1. Regarding the educational provision

According to the data collected from the participants the state of educational provision for female students with visual impairment in the college of Law and Governance didn't accommodate effectively. The visually impaired female students couldn't get special support from the college.

The teacher and the experts were ready to support female students with visual impairment on their educational success but they didn't aware of how to make the curriculum would accommodate female students with visual impairment. From this can conclude that:

- The state of educational provision in the College of Law and Governance couldn't accommodates female students with visual impairment effectively in line with their needs
- Because of lack of awareness some teachers didn't give soft copy for female students with visual impairment
- Female students with visual impairment sometimes were not allowed to use digital voice recorder
- There was awareness gap among teachers on how and where to teach visual impaired students.
- Shortage of Braille printed books was a great hindrance of students with visually impaired.
- Special support was not given to the students by respective instructors at the College of Law and Governance.
- The Female students with visual impairment expected to hear recorded lecture note for a long hour per day again and again and it affects their ear.

5.5.2. Accessibility

All the students agreed that they felt left out by the way institutions' communication system. Notices were written and posted on notice boards of departments, faculties' administration offices in print. No effort is made to inform students with visual impairment what is on the notices. This at times affected the students to miss on changed times of programs and courses.

From this can be concluded that:

It was so difficult for female students with visual impairment to access the information without the support of sighted students because as notices prepared considering sighted students therefore female students with visual impairment missed different kinds of information which were very important for their education.

5.5.3. Assistive/Adaptive Technologies

The participants attributed lack of trained staff to teach the students how to use computer. These are challenges faced by the University. Negative attitude towards technology by some students with disabilities is also a contributing factor.

The female students with visual impairment can use digital voice recorder and there were also Jaws loaded computers. From this can conclude that:

- The digital voice recorder and computers should make ready by the university before students with visually impaired join the department.

5.5.4. Challenge

There were no extra Braille books in the library and the students were not getting Braille books as they need therefore students with visually impaired learned by using Jaws and by hearing lecture notes for a long period of time without extra learning method and resources. Hearing for a long period of time made the female visual impaired students to be worried about their ear health.

And also the female students with visual impairment didn't get special support from the College of Law and Governance. From this can conclude that:

- Lack of Braille books were a great challenge in the College of Law and Governance.
- Because of not getting special support from the College of Law and Governance, the female students with visual impairment didn't advice other female students to join to the College.
- The students' academic result sometimes depend on the patience of their exam readers

5.6. Recommendation

The research findings brought out clearly the state of educational provision and prospect of female students with visual impairment at Addis Ababa University in the College of Law and Governance. The information gathered is vital to policy makers, stake holders, donors, service providers and administrators, civil society organizations and the general public in the provision

of intervention strategies to address the plight of students with visual impairment conditions. The study adds new information and also opens new avenues for further research in the education of female students with visual impairments.

5.6.1. Measures to be taken by Instructors

- Use different teaching method that fit their academic performance
- Teach female students with visual impairment in group with more or less the same cognitive ability into groups when presenting the learning material and give enough time for them
- Discuss with their female students with visual impairment about their educational progress
- Teach female students with visual impairment step by step until the lesson becoming clear
- Teach female visual impaired students from simple to complex
- Give positive feedback for female students with visual impairment when they answer questions
- Give practical examples connected with their living experiences to enable improved attainment of knowledge
- Form special needs club in the school and try to create awareness and help female students with visual impairment.

5.6.2. Measures to be taken at College Level

- Use school medias to create awareness for their peers
- Set up a revolving fund. The institutions buy a full set of equipment needed such as laptops / computers loaded with screen reader such as Jaws software Programed
- Have trained manpower in ICT's
- Adhere to set ICT standards of institution such as that 'one has to have a qualification in

ICTs'

- The notice must be accessible for female students with visual impairment so that it has to be written in Braille
- Special notice board make available
- Create conducive school environment for female students with visual impairment
- Discuss with parents about the educational progress of female students with visual impairment
- Call College communities to do research activities about students with visual impairment and disseminate the result
- Make experience sharing among instructors
- Prepare visual impairment manuals to develop their self-learning technique
- The library should be accessible around their dorm.
- Teachers have to allow their students to use voice recorder.
- Computer training has to be given for them when they are first year
- Life skill and mobility training for female students with visual impairment should be given
- Exams should be given for them by the help of computer rather than exam reader
- The college has to work with the collaboration of the Center of Special Needs Support office.

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Interview guide for the female students with visual impairment

1. Do your teachers' teaching methods accommodate your learning need?
2. Do you get adapted educational materials easily in the university library?
3. Did you get assistive device that support your learning?
4. Are you satisfied with the education provided to your need?
5. What kind of teaching approaches /style/ you wish to have, for your better learning?
6. What kinds of opportunities are available in the university to support your education?
Can you list all?
7. How do you communicate with your teachers, friends regarding your education?
8. How are the library, classroom and the cafeteria accessibility to you?
9. What are the main challenges you are facing during your stay in the university? How do these challenges affect your education?
10. What do you suggest for improvement?

Interview Guide for the teachers

1. Do you provide educational materials for female visual impaired students?
2. Do you think that the method which you use to teach female visual impaired students is satisfactory?
3. Do you allowed the students to use digital voice recorder at the lecturing time?
4. Do you use any assistive technology for example screen reader, Braille Embosser and magnification to provide education for visually impaired students?
5. What are the main challenges on teaching visually impaired students?
6. How do you overcome the challenges?

Interview Guide for the experts

1. What kinds of opportunities are available to support female visually impaired students by your office/ institutes?
2. How did your office/ institutes administer the accessibility of the environment (classroom, cafeteria and dormitory), communication, and material support which are provided for the visually impaired students?
3. How did your office/ institutes handle the challenges which female visually impaired students face during their stay in the university that has great effect on their educational performance?
4. According to your point of view what was the better thing which help the visually impaired female students to improve their education?

Interview Guide for the College of Law and governance head.

1. Do your colleges admit visual impaired students every year?
2. What special opportunities are available for female visually impaired students in order to support their education by your college?
3. What kinds of adaptive technologies are available in your college?
4. What kinds of challenges do female visual impaired students face in your college which hinders them from their education?
5. How do you handle the challenges that female visual impaired students face?

Focus Group Discussion for the female students with visual impairment

1. How do you see the states of educational provision in your college?
2. How did the accessibility of information and communication have impact on the educational provision?
3. What kinds of challenge do you face during your stay in the university?
4. How do you overcome the challenges?