



**SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES DEPARTMENT OF SPECIAL NEEDS
EDUCATION**

**THE COMPATIBILITY BETWEEN THE MANDATE OBJECTIVE OF
THE ETHIOPIAN NATIONAL ASSOCIATION OF THE BLIND AND THE
EXPECTED INTEREST OF THE MEMBERS ON ITS SERVICE**

BY

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January, 2021 Addis Ababa, Ethiopia

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DEDICATION

I would like to give thanks and praise to God for allowing me the opportunity of life; which has allowed me a chance to work toward accomplishing this goal. Secondly, I would like to thank my wife Engineer Atalay Abiyu for providing “tough love” which was my encouragement to complete the goals I started, and always being supportive of my aspirations.

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Acronyms

1. *BIAVI_ Blind Icelandic Association of the Visually Impaired.*
2. *COPOH_ Coalition of Provincial Organizations of the Handicapped.*
3. *DPO_ Disability Peoples Organizations.*
4. *ENAB_ Ethiopian National Association of the Blinds.*
5. *NABP_ the Norwegian Association of the Blind and Partially Sighted.*
6. *NCBI_ National Council for the Blind Ireland.*
7. *NCDPZ_ the National Council of Disabled Persons of Zimbabwe.*
8. *PWD_ Peoples with Disability.*

Abstract

The major purpose of this study was to explore the compatibility between the mandate objective of the Ethiopian national association of the blind and the expected interest of the members on its service. The method used was that of qualitative research approach with case study design and also the data were collected using semi-structured interview. To this end 9 members were the participants of the study, which intern purposive sampling was the sampling technique that is selected for this research. The data were analyzed thematically so as to respond to the research questions. The result of the study indicated that the mandate objective and performance of the Ethiopian national association of the blind and the expected interest of the members on its service is Incompatible. Members would like to see a society in which the equal opportunity and full participation and rights of blind persons are fully realized. However, Due to the association's low level of attention to conduct a research and reply for the interest of members periodically, their vision remained unreciprocated. Although ENAB is a veteran association with a total of more than 13,000 active members, Because of its weaknesses in providing awareness-raising and advocacy activities, making education and information accessible and contribute for the independence living of its members the sense of ownership among members about their association is declining from time to time.

CHAPTER ONE

1.1 INTRODUCTION

Ethiopian National Association of the Blind (ENAB) is a non-governmental organization established on the basis of disability. It was founded in January 1, 1960 with 29 founding members. At present, it has thirty one Branches that are found in different regions and localities throughout the country with a total of more than 13,000 active members. Promoting educational access to the members, raising the awareness of the society and blinds themselves about blind peoples, assuring to get information in accessible format, developing members' capacity to reach and sustain their optimum level of independence and advocating the right of the blinds are the objectives mandated to the association. Standing from These objectives members obtain numerous services from the association. However, there are negative roomers from members on the availability, quality and accessibility of the service delivery. Hence, the researcher tended to explore the compatibility between the mandate objective of the Ethiopian national association of the blind and the expected interest of the members on its service. The researcher's personal experiences and informal discussion with members of the association made him very concerned in finding out more about what experiences members have in receiving service from the association and how service delivery of the association should be going on. The researcher's own experiences, perceptions and observations of these issues influenced the way in which the researcher approached the topics and also the way the list of research questions was constructed.

1.2 Statement of the problem

There are several researches that conducted on the areas of disability, visual impairment and Disability Peoples Organizations. For example at international level French (1985) presented the major contemporary disability definitions. On the other hand Mitra (2005) conducted a research on the availability of Social Safety Net programs for peoples with disability in Developing Countries. The paper provided the World Bank with the information and insights necessary for policy formulation and strategic planning in the area of disability in developing countries.

Another book by French and Swain (2008) challenged the negative impact of tragedy model of disability and impairment in developing countries. It confronts presumptions about disabled people's lifestyles, quality of life, aspirations and needs.

Regarding the definition of visual impairment the National Dissemination Center for Children with Disabilities [NICHCY] (2011) describes a visual impairment as a “lack of vision or reduced vision that may result in delays or limitations in motor, cognitive and social development”. McLinden (2005) stated that visual impairment can be either congenital (present at birth) or acquired (occurring later in life as with injury or diabetes). The point at which the condition is acquired may have an influence on the acquisition of certain skills such as mobility or Braille skills. Individuals with visual impairments may also experience limitations in orientation, mobility, and socialization.

The attempts like the above statements in defining disability and different types of disability led to the emergence of Disability Peoples Organization. The idea of establishing Disability Peoples Organizations is initiated by disability peoples themselves who developed the social model of disability. After the development of the social model, Disabled people developed a sense of themselves as being a distinct social group (World Program of Action [WPA], 1983).

Using the Social Model all disabled people acquired the right to be a part of society: Society needs to change, not disabled people. Finally, this empowering new view of disability allowed disabled people to develop their own user-led and user-controlled organizations. These new organizations became the springboard for promoting confidence amongst disabled people, enabling them to lobby and campaign for changes to social policy (Roberts, 1983).

Even though the above researches observed issues on disability, visual impairment and Disability Peoples Organizations, none of them tried to evaluate the gap between the service provision of Disability People Organizations and the need of their own members. Especially in Ethiopia there is no a research conducted on this area. Hence, the researcher endeavors to feel the gap by conducting this research focused on Ethiopian National Association of the Blind.

1.3 Research questions

The questions guiding this research are:

1. What are the services provided by ENAB for the members?
2. How accessible is the service to the members?
3. Are there gaps between the mandate objective of the Ethiopian national association of the blind and the expected interest of the members on its service?
4. What are the ways forward?

1.4 Objectives of the study

The study attempted to achieve the following general and specific objectives.

1.4.1 General Objective

The final objective of the study is to explore the gap between the mandate objective of the Ethiopian national association of the blind and the expected interest of the members after 2000 and provide the ways forward.

1.4.2 Specific objectives

The researcher conducted this research in order to address the following specific objectives:

1. To identify the services provided by ENAB for the members
2. To explore the difficulties members face while receiving service
3. To recommend the ways forward.

1.5 Significance of the Study

The researcher is highly convinced that conducting a Study on the service satisfaction of members of ENAB is extremely significant. Such a conviction emanates from the fact that this particular study is expected to:

1. Inform the general assembly, executive board and staff of the association about the satisfaction of members during receiving service and recommend extra services to be delivered for the members
2. Design pertinent intervention strategies in order to maximize the level of service satisfaction of members
3. Appreciate good service delivery of the association and condemn the opposite.

1.6 Limitation of the study

Lack of Resources and finance were the very limitation of this study when being carried out. Because of this it could not include the opinion of members in branch offices. Here it is also important to mention the fact that some members were not willing to be interviewed, which limit the study. The other limitation of this study can be mentioned is associated with the methodology employed by the research. Firstly, this study cannot be generalized for the whole members of the association. Secondly, there is no way to detect what all the respondents said is true.

1.7 Definition of Terms

1. Assembly_ refers the highest organ of an association which is formed by the representation of its members.

2. Association_ is an organization established by the membership of peoples having common objectives.
3. Board_ is the highest organ of an association.
4. Boarding School_ refers a school equipped with rooms where its students live instead of living in their own homes.
5. Branch office_ is a location, other than the main office, where the task of an association is conducted.
6. Compatibility_ is the capacity for two parties to work together without having significant problem.
7. Head office_ refers to the main administrative center of an Association.
8. Mandated Objectives_ refers to strategic goals to be attained or purposes to be achieved by Ethiopian National Association of the Blinds.
9. Service_ is a work or an activity done by an association that benefits its members.
10. Members_ refers to individuals composing an association.

1.8 Organization of the study

The overall purpose of this study is to explore the compatibility between the mandate objective of the Ethiopian national association of the blind and the expected interest of the members on its service and recommend the ways forward. The research paper is comprised of six different chapters each having diverse subject matters. Chapter one elucidates statement of the problem, basic research questions, objective, significance and limitations of the study while the second chapter is entirely dedicated to review of related literatures, and theoretical framework. The third chapter which is dedicated to clarify The Methodology of the research describes the type of the conducted research, sampling and data collection techniques used in this research, how informed consent was gained and how anonymity and confidentiality were maintained as well as what method of giving feedback was used. The fourth chapter would be utterly committed to data analysis and finding. The fifth chapter entirely given for discussion. The last, but not least, chapter would come up with summary, conclusions and recommendations. Relevant appendix is also attached at the very end of the study.

CHAPTER TWO

2. Literature Review

This is the second chapter of the study which is entirely dedicated to reviewing literatures. The chapter is divided into five different sections. The first section of the chapter deals with definitions and conceptual framework of two key terminologies which will be used very frequently throughout the study. These key terminologies which will be discussed under this section are Disability and visual impairment. The second section shows the prevalence of disability and blindness in Ethiopia. The third section of the chapter is dedicated to review the rationale behind the establishment of Disability People Organizations and their role. The fourth section discusses sample international blind associations briefly. In the last section the history of Ethiopian National Association of the Blind is presented.

2.1 Definition and conceptual framework

The concept of disability in general and visual impairment in particular is one of the less and contrarily defined notion in the area of special needs. This very fact makes the effort to figure out a single and clear-cut definition for the terms even more cumbersome. However challenging the task to give a clear enough connotations to these concepts may be, the researcher has come up with relevant definitions and conceptual framework as provided by different scholars and international organizations.

2.1.1 Disability

Disability is a global issue which is complex, dynamic, multidimensional, and contested. Therefore, it is convenient to realize it from view of different Models of Disability that are frameworks to illustrate how peoples conceptualize disability (Mooney, 2008).

Understanding the different models of disability is important not only just for people directly involved with a child or adult with a disability but also for everyone in society in order to build positive attitudes and a better understanding (Alexander & Hunter, 2004). As Quinn (1993) stated the debates about the definition of disability by Scholars, activists and practitioners can be categorized under distinctly different models. These models include traditional, medical, social and bio-Psychosocial models of disability.

A) Traditional model

Among the models framed to define disability traditional model is the oldest one. Religiously and culturally determined fixed knowledge, views and practices are the origins of the model (Middleton, 1999). Middleton (1999) further says that regarding people with disabilities diverse sectors of the society develop numerous perspectives Depending on social, cultural, economic, political and organizational factors. For instance, denying the humanity of offspring's with disability is a public tradition practiced in some cultures. When persons with disabilities are born or turn out to be disabled accidentally, they may be supposed as unfortunate and valueless.

Usually religious practices impact the attitude of the society about disability especially in developing countries. These negative attitudes Bound the role of the disabilities that could play in society (Jayasooria and Ooi, 1994). According to the religious practices of Shinto and Hindu the Merely source of being disability is The sin dedicated by the individual with disability himself in the past, or due to an evil task committed by his family. Therefore, the destiny of many persons with disability becomes sitting on the street and look for donor's hand (Miles, 1983). A person who offered fraction of coins to the disabled takes himself as the candidate of haven. Asian Disabled beggars do not vacillate to retell the community of this possibility, nor do they thank the donor since they are conscious that the interaction is merely to obtain credit. Begging is understood as the justifiable duty of the disabled person. If a family has a disabled child they perceive it as their duty to exploit the disability for financial gain (Shah, 1990).

On the other hand this model illustrates disabled people as victims of circumstance, eligible of pity. Professionals in the field said that non-disabled people often use the definition framed by traditional model in order to Precise and describe the term disability (BARNES, 1985). The Traditional Model is condemned by its critics as disenabling and the cause of much discrimination, because people with disability are seen as horrific victims. It follows that they require care, are not capable of looking after themselves or handling their own affairs and need support in order to survive (Jayasooria and Ooi, 1994).

B) Medical model

“Deficit or individual” model of disability is the extra name of medical model. It is a model grounded on the interpretation that disability is caused by disease or trauma and it's merely solution is intervention provided and handled by professionals. The model has an inclination to

individualize the problems experienced by people with disability and realizes them as subjects for treatment and therapy (Derksen, 1980).

As Zola (1972) expressed, the deep-rooted model just after World War II is the medical model. In the post-world war second injuries resulted from Polio, trachoma and other disease began to be treated as a result of medical Advances. The rehabilitation professions also arose in order to treat disabled veterans in the developed nations.

The objective of Intellectuals who precede this model is to make people with disabilities “normal” since they consider disability as abnormality. According to the intellectuals defending this model, changing the surrounding environment in order to enable peoples with disability is not obligatory. Rather the disabled person has to be changed. That is why the medical model is sometimes cast as devaluing or dehumanizing model (Danforth, 2001).

C) Social Model

The medical model failed to illustrate the experience of peoples with disability. Therefore, In 1960s, scholars from peoples with disability settled a new model which later on termed the social model in 1980s by Mike Oliver. According to view of Mike Oliver it is society which disables physically impaired people. It was primarily a result of society’s response to them but also of their experience of the health and welfare system which made them feels socially isolated and oppressed (Dobson, 2001).

JICA (2002) makes important differences between Disability and Impairment. A functional constraint within an individual caused by physical, mental or sensory damage is “impairment”. Whereas the loss or limitation of opportunities to participate in the normal life of the community on an equivalent level with others due to physical and social barriers is “disability.” Equality is the central conception of the social model. The struggle for equality is often compared to the struggles of other socially marginalized groups. If Equal rights are Provided for all human beings regardless of gender, age, color, physical condition, or place of birth or place of residence, Everyone can enjoy his/her life. In addition to equality the model also focuses on changes required in society. These might be in terms of Social support, Attitudes, Information and Physical structures.

D) Bio-Psychosocial model)

The latest as well as the widely accepted definition is the one provided by proponents of the newly emerging bio-Psychosocial disability model. According to the bio-Psychosocial model Disability is the consequence of complex interactions between the functional limitations arising from a person's physical, intellectual, or mental condition and the social and physical environment. This model understands the problems of disabled people from biological, individual and social perspectives (Kuno, 2008).

According to this model, disability is created as a result of the interaction of individual and contextual factors, and is not formed exclusively either by impairments or by the social environment. Thus, one must look at both the individual and the environment if one is to describe a person's experience of disability accurately and comprehensively (Schneider, 2006).

2.1.2 Visual Impairment

It is rational to note here that different definitions are provided for the concept of visual impairment by various scholars and international organizations which are working on visual impairment. These diverse descriptions take different perspectives such as social, educational, legal, and medical perspectives in to consideration. For instance, according to United Nation's Economic Social and Cultural Organization [UNESCO] (2001) educationally visual impairment refers to the loss of eye vision and hence cannot depend on their eyes for learning.

Douglas & McLinden (2005) stated that educationally, visual impairment is classified in to three major categories. These classifications are:-Profound, severe and Moderate. The classification is mainly based on the level of special support students require in order to learn in inclusive classrooms. The sight problems of those students with moderate visual disability can be almost entirely corrected with the help of visual devices such as eyeglasses. In the case of students with severe visual disability, only slight corrections can be made in their problems with visual devices. However they can still use vision as their primary channel for learning. A student with a profound visual disability cannot depend on his/her eyes during the educational process. His/her principal channels of learning are touch and hearing.

For the purpose of this research work, the researcher preferred visual impairment to be understood by the definition of NICHCY (2011) which is similar explanation stated at the byelaw of Ethiopian National Association of the Blinds. NICHCY describes a visual impairment as a "lack of vision or reduced vision that may result in delays or limitations in motor, cognitive

and social development”. Visual impairment can be either congenital (present at birth) or acquired (occurring later in life as with injury or diabetes). The point at which the condition is acquired may have an influence on the acquisition of certain skills such as mobility or Braille skills. Individuals with visual impairments may also experience limitations in orientation, mobility, and socialization.

2.2 The prevalence of Disability in Ethiopia

According to the National Housing and Population Census carried out by the Central Statistical Agency [CSA], (2006) the total population of Ethiopia was 73,897,095. Surprisingly enough, the total number of Persons with Disabilities that this census captured was as staggeringly low as 805,535 or 1.1% of the total population. However, government authorities, researchers, NGOs working in the field of disability and organizations of persons with disabilities agree that the figures are very low compared to the incidence of disability in neighboring and other African countries.

On the other hand, the 1995 focused- baseline survey of the persons with disabilities in Ethiopia, the first of its kind in the country, expresses that the prevalence of disability is about 2.95% (Tirussew, Savolanion, Agedew & Daniel 1995). The finding of this study additionally shown that the outline of the magnitude of specific disabilities in the country is as follows: 2% persons with multiple disabilities, 2.4% persons with behavioral problems, 2.4% persons with speech and language impairments, 14.9% persons with cognitive disability (referred to as mild, moderate and profoundly mentally retarded), 30.4% persons with visual impairment (weak sighted and blind) and 41.2% persons with motor disorders (persons who showed inability to walk, to sit, to eat and drink). This analysis stated the following result in terms of age and gender mix. The data when desegregated by gender portray that females with disability make up 44.2% of the population in the country. Furthermore, the age mix of the persons with disability identified in the study ranges from childhood to old age. The breakdown of the percentage across all age categories was found to be as follows: 1-14 (15.9 %), 15-25 (23.3 %), 26-39 (17.7 %), 40-54 (14.4 %) and 55 and above (28.6%).

If we look the data regarding blindness specifically, CSA (2006)(which stated below within the table indicates that the prevalence rate of blindness and low vision varies across regions and the national average prevalence is 1.6% and 3.7% respectively.

Table 1 National and Regional Prevalence of Blindness and Low Vision

Region	Prevalence of	
	Blindness (%)	Low Vision (%)
Tigray	1.5	2.9
Afar	1.2	2.7
Amhara	1.4	4.9
Oromia	1.6	3.1
Somali	5.4	9.7
B-Gumuz	0.8	0.7
SNNPR	0.7	2.0
Gambella	1.7	3.4
Harrari	2.2	2.2
Addis Ababa	1.4	2.7
Dire Dawa	1.7	3.1
National (Weighted)	1.6	3.7

In Addition, the above survey revealed that the prevalence varies depending upon area of residence (high in rural areas), gender (more prevalent among women) and age as shown in the following table.

Table 2 Weighted prevalence of Blindness and Low Vision by area of residence, gender & age

Region	Prevalence of	
	Blindness (%)	Low Vision (%)
National	1.6	3.7
Residency		
Urban	1.1	2.6
Rural	1.6	3.8
Sex		
Male	1.2	3.1
Female	1.9	4.1
Age		
<16	0.1	0.5
16-59	0.7	2.9
60+	14.8	24.7

2.3 Disabled persons’ organizations or DPOs

2.3.1 The establishment of DPOs and the rationale behind their establishment

The establishment of Disability Peoples Organizations is initiated by disability peoples themselves who developed the social model of disability. After the development of the social model, Disabled people developed a sense of themselves as being a distinct social group. Moreover, using the Social Model all disabled people acquired the right to be a part of society: Society needs to change, not disabled people. Finally, this empowering new view of disability allowed disabled people to develop their own user-led and user-controlled organizations. These new organizations became the springboard for promoting confidence amongst disabled people, enabling them to lobby and campaign for changes to social policy (Rebekah and Matthew, 2016).

Disabled persons’ organizations or DPOs are representative organizations or groups of persons with disabilities, where persons with disabilities constitute majority (51%) of overall staff, board, and volunteers in all levels of the organization. Moreover, it includes organizations of relatives of PWDs Those representing children with disabilities, people with intellectual disabilities and

the Deaf blind. The primary aim of these organizations is empowerment and the growth of self-advocacy of persons with disabilities. DPOs have an understanding of disability in accordance with the social model, which notes that barriers are caused by society, rather than by a person's disability (Rebekah and Matthew, 2016).

Ultimately, in order to represent themselves, disabled people instigated to form their own organizations. They reject the definition of disability by the society and redefined themselves as peoples with the same rights as all other human beings. Furthermore, they blamed inaccessibility of education, employment, family life, housing, medical and social services and transportation for peoples with disability (Rebekah and Matthew, 2016).

According to data's collected in 1970s and 1980s in many countries peoples with disability started to establish their own organizations. Blind uni-disability groups, deaf groups and then multi-disability organizations were formed sequentially. In some countries establishing these organizations began in the late 1950's. By 1980 the number of uni-disability organizations increased to 50 organizations (Driedger, 1987).

Nkeli stated that the value of disabilities people organizations is one of self-representation and a rights orientation. He also believes that all disabilities united into one organization afford a stronger voice for change than each disability group speaking out separately (Nkeli, 1998).

2.3.2 The role of organization of disabled people

1. Self-representation "A voice of our own"

The motto which is considered as the backbone of international disability organizations says "A voice of our own". As the motto reflects the stand of Disabled people's organizations is that people with disabilities are their own best spokespersons. Disabled people have confidence in understanding the needs and aspirations of disabled people. They will represent themselves in every sectors such as the United Nations, governments and the public service providers. Peoples with disabilities reject the names given for them by medical and social model proponents which denies there basic rights. Instead of previously acknowledged definitions they redefined themselves as citizens with rights, not as patients and clients of professionals, nor as beggars asking for hand-outs (Rebekah and Matthew, 2016).

2. Identifying grassroots needs

Peoples with disability believe that the societal attitudes emanating from assumptions of medical and traditional models, are affecting them negatively. Therefore, Organizations of disabled people are established in response to a group of people's who are stacked with a retired ideas of disability. Disabled peoples need to have active participation in the society. However, still there are barriers that need to be addressed with in the society. These organizations are grounded on the philosophy of alleviating such kinds of barriers. It has to address the needs and aspirations developed by the disabled grassroots community. Usually educated and financially enhanced disabled peoples are the founders of such organizations. Their educational status helps them to convince governmental and nongovernmental institutions and enforce public policies. Paulo Freire says "Those who recognized, or begin to recognize themselves as oppressed must be among the developers of the pedagogy. No pedagogy that is truly liberating can remain distant from the oppressed by treating them as unfortunates and by presenting for their emulation models from among the oppressors. The oppressed must be their own example in the struggle for their redemption" (Freire, 1970).

There are three ways or mechanisms Disabled persons' organizations around the world use to hear their members from the grassroots level.

A) Organizing local branches

In order to build the infrastructures of their organizations and represent the voice of all people with disabilities in a country, Disability person's organizations establish local branches of their organizations throughout their countries. In 1984 the National Council of Disabled Persons (NCDPZ) In Zimbabwe started a rural outreach program. In the process of organizing local branches, (NCDPZ) acquired hidden peoples with disability by their family. After collecting peoples with disability living in rural areas, (NCDPZ) form a committee. The committee serves as branch of the mother organization and starts to communicate the interest of the locality (NCDPZ, 1984).

B) Open forums

Holding open forums to discuss issues of disability is very vital to the disability people's organizations. In Canada six forums on various issues have been held from half 1970s up to half 1980s by the Coalition of Provincial Organizations of the Handicapped (COPOH). The

participants of the forum were recruited from disabled people, government officials, and members of the community and business peoples. The fundamental objective of the forums was to debate on barriers to disabled persons' participation in independent living, employment, transportation and rehabilitation (Driedger, 1986).

The barriers of disabled Canadians in all areas of participation were identified in the forums. Not only identifying, but also strategies for changes were formulated. For instance, at the first forum focused on employment held in 1978 in the state of Winnipeg, disabled peoples stated that employment was a right of every Canadians regardless of their color, gender, physical status and cultural difference. At the conclusion of the forum, disabled people approved that working in the community with all other Canadians was the best decision for them (Driedger, 1986).

C) Democratic representation

As it is discussed above in this chapter ten percent of the world population is disabled. Therefore, the number of disabled peoples in each countries expected to be at least ten percent of their population. In many countries the number of disabled peoples is not manageable to bring all disabled peoples under one umbrella organization and allow them to take part in decision making process via direct democratic system. Hence Organizations of disabled people prefer to use representative democracy in electing their decision making bodies Such as the General assembly, board and management (Bowe, 1980).

Elected disabled peoples to the general assembly, board and management of the organization represent the concerns of disabled peoples to the public, service providers and governments. This is how the system of representation would ideally work. Indeed, the views of the group are represented by individuals to other bodies. Disability people's organizations are the international manifestation of such a representative system (Bowe, 1980).

3. Representations to government service providers, and UN bodies

Organizations of disabled people play the role of a vehicle to peoples with disability. They transfer the needs of disabled people to service-providers and decision-makers at the local, national and international levels. In many countries disability peoples organizations establishes an umbrella organization which consists multi-disability organizations of disabled people as a member. This helps them to have united and strong voice which can be heard before decision-

makers. Before the introduction of multi-disability groups, uni-disability groups would present their varying points of view without consulting other groups of people with disabilities. Decision-makers especially the Government found it challenging to which issues of groups give priority and work on it (O'Rourke, 1978). As O'Rourke (1978) stated, before 1975 in America there were forty uni/disability people's organizations which provide their own specific issues to be solved for the Congress. The congress revealed its inclination to solve all questions provided. But as a result of financial and material constraints, it is pushed to set priority. At the process of setting priority the peoples in the government themselves face difficulty to make decisions on which issue to be addressed first. Finally, the American disabled people's organizations designed a multi-disability coalition to overcome this problem (O'Rourke, 1978).

Making representatives to government and decision-makers concerning change or to lobby political leaders as associations, is more convenient and advantageous. Politicians do not emphasis on the issues of individuals. Rather they are more liable to act where they perceive that proposals are being made by associations (Forrester, 1985).

Including the representatives of disabled persons in the planning process makes a policy more comprehensive. The policy would have the tendency to state the need of disabled peoples properly, since they are the ones that best know the needs of disabled people. Up to recent times even in developed countries the disability policies were formulated by people who themselves were not very close to the problem. Peoples without disability cannot understand the issues of disability at the level of disabled peoples themselves are feeling. Therefore, disabled people themselves often know how to deal with situations about how this problem should be handled (O'Rourke, 1978).

4. Evaluating and monitoring services

Organizations of disabled people must play a role in evaluating and monitoring services of the government because disabled people themselves know their own needs properly. In most developing countries allowing disability people's organizations in the process of policy evaluation and monitoring is not practiced. Nevertheless in developed countries especially such as Canada and Sweden where there are more services specified for peoples with disability, organizations which represent the interest of the disabled participate in the whole process of evaluating and monitoring of any program or policy (Driedger, 1983).

In these countries social service is not something to be prohibited or afforded by the government rather it is seen as the right of citizens to be provided without any preconditions. In Sweden, a multi-disability organization called HCK is responsible to monitor and evaluate the services provided to peoples with disability. The Coalition of Provincial Organizations of the Handicapped (COPOH) is responsible to regulate the social services provided to each Canadian peoples with disability in Canada (Driedger, 1983).

5. Self-development

In many countries there are training centers to provide various skills beneficial to each and every human beings. Yet, these centers are not accessible to all customers equally. Especially they do not have facilities which match the interests of peoples with disability. To feel the gap disability peoples organizations are participating in developing the skills of disabled people's on the issues such as management, organization, negotiation process, proposal and letter writing. They also deliver an opportunity for mutual support, while the above skills are being developed. Disabled peoples gain the opportunity to serve as volunteer committee members or salaried employees in disability people's organizations. Disabled peoples who partake in these skill trainings will be benefited from two directions on one hand they develop their own skill; on the other hand they serve their organization (O'Rourke, 1978).

In the developing world such as Ethiopia conducting skills development is one goal of the disability people's organizations. For example, according to Ethiopian National Association of the Blinds the association established self-Help Leadership Training Program beginning from the very existence of the association. In order to support the program ENAB has raised and is raising funds from different governmental and nongovernmental organizations working nationally and internationally (Fisiha, 2016).

6. Mutual support and solidarity

Organizations of disabled people share common objectives such as avoiding the negative attitudes of their own respective society towards peoples with disability, creating job opportunity for their members, providing information and education in accessible format and introducing adaptive technologies. Therefore, the organizations have adequate ground to support each other. Sharing experience has many advantages. For example an organization which failed to conduct

fundraising can learn from an organization which succeeded in fundraising activities. Similarly an organization which gets ahead in awareness/raising activities may share to all other organizations. Finally, the experience sharing seminars held among local, national and international organizations indeed strengthen the feelings of solidarity (Bowe, 1980).

7. Vehicle for self-help projects

Realizing the necessity of independent living of peoples with disability in the community, multi/disability organizations grounded in the United Kingdom, Canada and the USA established independent living centers. The rationale behind the establishment of centers for disability is ensuring that disabled people live as independently as possible. The centers are expected to fill gaps in services that disabled people identified. In countries for example Britannia multi-disability organizations of disabled people at the local level are responsible to direct the Centers of independent living. Historically, disabled people were isolated from various services. Hence, independent living centers are established to ensure the future service developments correspond to disabled peoples' legitimate aspirations (Davis, 1983).

The first center for independent living was began in Berkeley, California in the early 1970s, after graduating some disabled students realized that once they left the university they would no longer have access to the services they depended upon in order to live in the community. The students with disability required such services as attendant care and accessible transportation. To confront this challenge and guarantee the provision of the services they required, they organized a center which enables them to live independently (Driedger and DAubin, 1985).

Groups of individuals who saw that their needs were not answered by existing service agencies in Canada and USA, opened similar centers depending on the local situations provide accessible housing with attendant care, advocacy, peer counselling and information on existing services. In the developing countries, many disabled peoples organizations have also initiated self-help employment projects. In terms of job skills training, these businesses have proven the life of disabled peoples immensely. Moreover they have shown that disabled people can work as efficiently as nondisabled people. In the capital city of Jamaica, in DEEDS Industries run by the Combined Disabilities Association fulfills all of the above elements. 50% of employees of this factory are disabled workers and 50% nondisabled workers. Thus, it is not a sheltered workshop. The Board of Directors consists of disabled people and nondisabled business people. The factory

produces wooden toys and gift items, which it markets in the U.S. and other places. It has proven to be a successful business venture which is reflected in the quality of the products and its economic viability. Profits go towards financing the projects of the Combined Disabilities Association. In Mauritania, disabled people learn sewing, embroidery, secretarial skills and rug-making in training centers. Disabled people are employed in this venture. Again, in Guyana, the Coalition of Citizens with Disability has embarked on a chicken hatchery cooperative project. These centers also market the products, thus providing a living for the disabled people at the centers (Forrester, 1985).

8. Networking mechanisms

Especially at the international level, organizations provide the opportunity for disabled people to share ideas and information. Disability people's organizations have played an important role in simplifying information-sharing among organizations of disabled people from different countries. Leadership Training Seminars and regional meetings of World Congresses provide forums for formal and informal information exchange. For example, "delegates from the organization in Guyana attended a Training Seminar in Barbados in 1983 and returned home inspired to create a multi-disability organization in their country. After Guyanese delegates attended another disability people's Leadership Training Seminar in Barbados in 1985, they returned home to start a chicken hatchery cooperative run by disabled people. They had heard of the projects that other disabled people were starting in the Caribbean; they saw that disabled people's businesses were both possible and successful enterprises. Regional Development Officers of disability people organizations in South America, Central America, and the Caribbean have also served as networking vehicles. For example, the Regional Development Officer for the Caribbean, Derrick Palmer, has travelled extensively in that area providing information and tools on how the disabled people can organize more effectively for social change. In some countries the Regional Development Officers have met with representatives of the disabled people's organizations and government officials" (Davis, 1983).

9. Promoting Public Awareness

Organizations of disabled people also create public awareness about the aspirations, needs and abilities of people with disabilities. When disability peoples perform activities such as lobbying government, monitoring service agencies, publishing a newsletter, speaking in the national media

and conferences, they create awareness to the public. For example, as described earlier, in Zimbabwe the Council of Disabled Persons promotes awareness about the needs and capabilities of disabled people and the need for their inclusion into community through its planned programs. Village leaders are informed to begin to look at including disabled people in community life. Many organizations undertake specific Public awareness campaigns which are usually carried out in the media (radio, newspapers, and television) or in the schools with children. Organizations often operate speakers' bureaus which send disabled people out to speak at community events. Others have school programs which promote awareness. In Canada, the Manitoba League of the Physically Handicapped in conjunction with the Mennonite Central Committee ran such a program. Disabled people spoke to school children about disabled people's issues. The premise behind such a program is that children will be exposed to a disabled person and hear that persons point of view (Driedger, 1986).

2.4 Sample blind Associations in the world

2.4.1 National Council for the Blind Ireland (NCBI)

NCBI is a Non-profit organization established by Irish blinds For Irish blinds. The main objective of its establishment is enabling blind peoples to have the same opportunities, rights and choices as others to fully participate in society. Currently, there are 224,000 blind peoples in Ireland. Among these blinds over 7,500 peoples registered as members and receive various services from the association every year (Heumann, 1998).

increasing the awareness of members towards themselves and the society, advising public and private organizations on how to make information, buildings and technologies accessible for its members, assessing the degree and impact of sight loss and offer individualized solutions, providing Information and Communication Technology trainings, converting printed information into accessible formats to people who are blind and providing mobility training to enable blind peoples to carry out everyday tasks safely and independently are among the service provided by NCBI (Heumann, 1998).

2.4.2 The Swedish Association of the Visually Impaired.

The Swedish Association of the Visually Impaired is the main Swedish organization of the blind and partially sighted established in 1889. It has 15,000 members, 170 local branches and 24

regional affiliates. 250 officers / secretary's work for the organization, about half of which are visually impaired themselves (Heumann, 1998).

The aim of The Swedish Association of the Visually Impaired is to work for a society for all which allows full participation of the blind or partially sighted peoples. It offers services such as providing mobility orientation, rehabilitation and compensatory training of newly blinded people, meeting parents of visually impaired children to exchange experiences, consulting members on their rights and services, guarding against discrimination of disabled people, giving visually impaired people access to new information techniques and defending a general welfare system that covers all citizens (Heumann, 1998).

2.4.3 BIAVI Iceland

Blind Icelandic Association of the Visually Impaired (BIAVI), is an organization established to struggle for independent, meaningful and responsible living conditions for blind peoples in Iceland. BIAVI has various services to be provided for its members. For instance, in order to ensure physical accessibility of its members, BIAVI provides transport service by making special deals with municipalities regarding travel service for legally blind people. It also strives to ensure that its members have access to trained guide dogs (Heumann, 1998).

Furthermore, the association delivers services such as raising the awareness of newly coming members and their parents, promoting the accessibility of education and information for its members, facilitating Experience sharing programs among members, renting houses for its members on the basis of different criteria, running various social events, clubs and entertainment which are well attended by members and providing audio library service for those members who cannot make use of printed books (Heumann, 1998).

2.4.4 The Norwegian Association of the blind and partially Sighted (NABP)

The Norwegian Association of the Blind and Partially Sighted abbreviated (NABP), is politically independent association which represents the blind and partially sighted peoples in national and international cooperation. It works for the respect of economic, social and human rights of blind peoples in Norway. As a visionary and blind interest organization, it struggles for social equality for the blinds and other groups of people with disabilities (Heumann, 1998).

(NABP) provides services such as Advocating for the respect of rights on behalf of the visually impaired, enhancing the economic development of its members in collaboration with governmental and non-governmental stakeholders, raising awareness concerning blinds for the members and the society, preventing blindness by disseminating information on the cause of blindness, promoting blind education, providing various trainings counseling on psychological and business issues of members (Heumann, 1998).

2.5 Ethiopian National Association of the Blind

The Ethiopian National Association of the Blind (ENAB) is a non-governmental and non-profit making mass based organization that was founded sixty years ago. The first initiation to establish the organization began in the late 1950s with 10 blind men which further grew to 19 founding members within the following years. The founders started their initiation with the aim to raise public awareness on the rights and privileges of the blind and their potential and contributions to become self-reliant (Fisiha, 2016).

An associate board with 24 members was established in 1961 to assist the main executive committee. His Imperial Majesty Haileselassie I became the first guardian of the Association and through his effort princess Sophia Desta, other royal family members, high ranking government officials were among the main supportive leaders of the Association. His Imperial Majesty Haileselassie I donated 30,000 square meters of land in Addis Ababa (near old Airport area), 120 hectare of farm land in Oromia regional state Arsi zone, and a grant of Birr 10,000 for initial capital. ENAB continued carrying out its activity successfully to get more recognition until 1965. Adequate funding and support was made available at this early stage of the organizations development (Fisiha, 2016).

The bylaw of ENAB was amended on March 6, 1965 and the second executive committee of the association was elected. Out of the 28 committee members 12 of them were blind while the remaining were sighted. The third executive committee was formed on Sept. 10, 1970 and Lij Endalkachew Mekonnen became president. Then after, ENAB continued its advocacy and public awareness activities vigorously under this committee. Office and other buildings for different workshops were constructed on the land owned by ENAB in Addis Ababa. Different handcraft enterprises were established which provided employment opportunities for the blind and demonstrated their ability (Fisiha, 2016).

The Fourth election of the Executive committee was made on October 13, 1974. The bylaws were again amended and numbers of committee members were lowered to 9. They were all blind and elected for a term of 3 years. During this time the primary school of the Blind in Bako was handed over to ENAB (Fisiha, 2016).

The fifth election of Executive committee of ENAB was made in October 1977. During this time the primary school of Blind in Wolaita Sodo was handed over to ENAB and the Association succeeded in reestablishing the handicraft enterprises at Wolaita and Bako after their closure when the founding missionaries left the country. Branches of ENAB were set up in Dessie, Diredawa, Harar Debre Marcos, Gondar, and Debre Berhan, for the benefit of the blind in these localities. CBM financial and material assistance was secured during this period and ENAB became more active and better organized (Fisiha, 2016).

The sixth election of the Executive Committee members was made in 1980. The committee made an attempt to improve the accounting & management system of ENAB. An accountant & cashier as well as legal officer were employed at that time to improve the day to day activities (Fisiha, 2016).

The 7th election was made in October 1983. The 8th election was made in October 1986. The 9th election was made in October 1990. The 10th election was made in October 1994. The 11th election was made December 1996. The 12th election was made in February 2001. The 13th Election was made in February 27, 2005, the 14th election was made in September 6, 2008 and the 15th election was made in September 23, 2013 (Fisiha, 2016).

At present, it has 31 Branches that are found in different regions and localities throughout the country with a total of more than 13,000 active members. The Association's overall objective is to see that the rights of all blind persons are respected and they enjoy equal opportunity and full participation in the development of the country. Thus, the National Association strives for becoming a strong voice of the blind in the planning and implementation of all measures that affect their civil, social, economic and cultural rights (Fisiha, 2016).

ENAB promotes and works for educational access for blind persons; raising awareness of the society and the blind themselves about blind people's right, special needs and problems, their potential, and contributions; ensuring blind people's right to get information in accessible

formats; promoting the formation and organization of Branches and other interest groups to meet common objectives that contributes to improve the quality of life for the blind; developing member's capacity to reach and sustain their optimum level of independence and continue their lives with strong sense of self-reliance; bringing gender development in all organizational life; and mitigating health problems that result in blindness (Fisiha, 2016).

Until 2009 ENAB had been able to conduct its advocacy, Habilitation and public awareness program for the blind. However, starting from 2010 to the end the second strategic plan (2015) it was registered as an Ethiopian Resident Society, since the association is mass based in its nature. ENAB envisages to once again changing its status in to an Advocacy organization, which it had been for more than three decades as explained in the previous parts of this introduction (Fisiha, 2016).

Currently, ENAB run only one boarding school for the blind at Wollaita and provide educational materials at reasonable prices to blind students in many government schools, colleges and in different Universities. It has helped so many blind students to complete their education at the primary and intermediate level and from institutions of higher education including Addis Ababa University. A large number of blind individuals have benefited from services delivered by ENAB. Encouraging achievements have been made with regard to public awareness creation on the abilities of the blind to become self-reliant and productive citizens (Fisiha, 2016).

At present and in all its past Vocational and educational rehabilitation have been important undertakings in the organizational history of ENAB, and they will continue to be so in the future (Fisiha, 2016).

CHAPTER THREE

3. Research methodology

This chapter will deal with the research methodology including certain details such as background of participants of the study, the technique and procedures by which the sample is to be selected and ethical considerations.

3.1 Research design

The researcher used qualitative research. Qualitative research is used to look at complex, in-depth phenomena, like what thoughts are running through someone's head (Creswell, 2008). Words, images and descriptions are used to assess the quality of these experiences (Ragin, 1987). According to Creswell (2008) the main advantage of qualitative research is it allows subjects or participants in the research to say exactly what they feel, think or do.

Although qualitative research has been criticized for not being scientific and valid, Creswell (2008) argues that it can be methodological and systematic and that different researchers are able to repeat the research with the same results. Positive features of qualitative research are that it is more flexible and allows more interaction, reflection and alteration during the research process (Creswell, 2008).

Since the main purpose of this study is to explore the service satisfaction of members of ENAB, the researcher is strongly persuaded that it would be wise to apply qualitative methods so as to put the findings in words and to have depth understanding.

This research involved a case study design. Case study is a type of research that focuses on depicting the circumstances surrounding a particular situation in a very detailed way (Creswell, 2008). In this research a single case study design is used. Because this research dealt about the compatibility between the current service provision of the Ethiopian National Association of the Blinds and the expected interest of members on its service.

3.2 Research participants

Participants of the Study are recruited from the members living in Addis Ababa where the head office of the association is found. The researcher interviewed 12 members for the case study.

However, only the interviews of 9 members are used as an input of the research. The rationality behind including only the interview of 9 members is to eliminate the repeating of ideas.

In interview studies, Boyd (2001) recommends a maximum of 10 participants as sufficient for the interview process. This is because the interview process will reach a point of saturation at which the participants will not provide any fresh perspectives on the topic under discussion.

3.3 Sampling

The sampling technique utilized for the research is purposive sampling in order to purposely get the more informed members of the association. Purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money. It is a sampling technique in which researcher relies on his/her own judgment when choosing members of population to participate in the study. That is why purposive sampling (also known as judgment, selective or subjective sampling).

3.4 Data Collection instrument

The instrument of data collection process needs to answer the research questions and the method through which this data is collected. The researcher used Semi-structured interviews for data collection. In semi structured interviews the researcher has a set of topics with some questions and prompts related to each topic, but can also explore additional issues raised by participants (Berg, 2004).

3.5 Data Collection Method

Data was collected through individual interviews because the aim was to gain qualitative data while allowing participants more freedom to express themselves. The interviews were semi-structured. There was a list of topics and questions to be followed, but additional issues were discussed as well, depending on the participants' responses. The researcher sometimes asked additional questions to clarify what the participants were saying. At the end of the list of questions on each topic, the participants were asked if they had any further comments about the topic so they could raise other issues they had not discussed. The list of questions for research participants has been provided at the end of the thesis in the Appendices.

The interviews were audio-taped. Perhaps if anyone is uncomfortable with being recorded, all the participants were asked before the start of the interview. One participant did not want the interview to be audio-taped, so the researcher took notes during the interview and made extra notes just after the interview finished. One research participant did not feel comfortable with being interviewed and decided to answer the questions in writing. The length of the interviews and the participants' responses to questions varied dramatically, depending on how much the participants had to say about certain topics.

3.6 Ethical Considerations

The researcher took all considerations to protect the research participants from any kind of harm or loss. Greatest care is also taken in order to preserve their psychological dignity when designing and implementing his research. Accordingly, permission is obtained from the participants regarding their participation in the study. The researcher explained the objectives and procedures of the research to the participants as well as informs them that they have the right to refuse or to discontinue the study at any time. He also informed the research participants how the information they give is going to be used and stored. Doing so ensured that the privacy of the participants and confidentiality of the information they give is assured. The researcher also asked for their consent to be audio recorded during the interview schedule. In the research report, the researcher used assigned codes rather than real names for identification purposes. And finally, every care is made so as to ensure that the information obtained from participants would not make them directly or by implication identifiable

3.7 Data analysis method

After collecting the data, the interview made is transcribed and noted on a paper. Next, codes are assigned for each segment of concept based on each interviews. After that, code families are organized gathering similar codes together from each segment of concept. Then, thematic contents are formulated. These themes are derived from the code families. Subsequently, in the memoing process the information gathered in different ways and places come together and analyzed under each thematic content and demonstrated their relationship. Finally, the findings in this study are discussed with the findings of other related studies.

CHAPTER FOUR

4. Findings of the study

This chapter reflects the analysis of the data gained from research participants of the study. All ideas that are written on the paper are derived from the data. In order to reveal the data the findings are divided into five themes which are organized on the basis of the services delivered to members by the association.

4.1 Background of the participants

No.	Sex	Age	Educational status	Duration of membership
1.	M.	52	12	30
2.	M.	32	MA	7
3.	F.	31	BA	10
4.	M.	23	BA	5
5.	F.	27	BA	5
6.	F.	38	12	17
7.	F.	29	BA	8
8.	M.	36	BA	9
9.	M.	31	12	8

4.2 The contribution of ENAB in advocating the rights of its members

As stated on the bylaw of ENAB the primary mission of ENAB is to become Strong advocate of its members. because ENAB has been and intended to remain the strong voice and vanguard advocate for the respect of the human rights, equal opportunities and full participation of blind people. However, when asked to express their views on the advocacy service of the association, except a slight difference of participant (1) all participants unanimously elucidate that “Although the association is a veteran association established aiming at protecting the rights of its members, its performance in advocacy is declining from time to time”. Participant (1) has a little bit difference from the remaining participants of the study. He explicated that “Until 2009 ENAB had been able to conduct its advocacy for the members. During this time I believe that the association performed relatively better activities in terms of advocacy. However, starting from

2010 up to 2015 it had changed its legal status quo and registered as an Ethiopian Resident Society. The new legal status quo prevented the association to participate in the activities of advocacy. Latter on once again ENAB has returned its status in to an Advocacy organization”. Additionally this participant expressed that “After changing its status to an Advocacy organization, almost in all annual plans of the association ENAB planned to restore and implement a legal service program, enabling it to litigate at courts of law and negotiate amicably for the respect of the rights of members whose rights are violated due to their disability.

Even though participant (1) has shown a slight difference, all participants unanimously agreed on the declining status of the association in protecting the rights of members. They said that “The association didn’t organize durable Advocacy Department which is occupied by professional lawyers. Because of this the rights of the members have not been adequately addressed and the issue of advocacy is not given due attention by the association”. Moreover, participants underlined that due to the association's low level of attention for the respect of human and democratic rights, Member’s thrust on the association is deteriorating gradually and the number of members who filed complaints with the association's office became smaller. This in turn, has reduced the number of applications that come up to the association. Finally, participants concluded that sense of ownership among members about their association is declining.

4.3 The role of ENAB to enhance Awareness towards blinds

Awareness creation among the blind people themselves, policy makers and the general public about the human rights, special needs, potential abilities of blind people and the benefit that can be realized by unlocking their economic, social, political and cultural potential for the development and growth of the nation is one of the main goals of the association.

Respondents, who have been requested about awareness raising activities of ENAB, demonstrate the importance of observing awareness-raising activities in to different dimensions. For instance, participant (2) weights the awareness-raising activity of the association from its effort in making members aware of themselves. In terms of this criterion the above cited participant blamed ENAB for its negligence to work on acquainting members in different directions. To make his argument more concrete, he raised an example. “Many of the members who join universities or colleges are not choosing the department which feets with their personal talent. Rather they prefer to join a department which previous blinds joined. This emanates from the tendency of

assuming the quality of blinds as similar. But the reality tells us that all members of ENAB are not a homogenous group and they may face additional and specific barriers due to a combination between blindness and other features such as their sex, sexual orientation or gender identity, age, ethnicity, complex needs, place of living, etc. If the association works in making its members conscious about difference among themselves, they do not prefer to join the departments which previous blinds join. Joining any department without understanding one's own quality also, lead to score low result in education”.

On the other hand, participant (6 and 9) are concerned to observe ENAB'S awareness-raising activity from enhancing the skills of members how to coexist with the society. According to these participants “ENAB do not raised member's awareness about the need to co-exist with the society. Consequently sometimes members show a tendency to categorize all segments of society one and the same. As a result, rather than revising their social, economic, and political interactions with the community, they blame the society as a cause of all problems which is fault and must be corrected”.

As the participants exclusively explained, the third dimension of awareness-raising activity is in terms of empowering the public to have a better understanding of blind's potential and special needs.

Raising public awareness on blinds can have multifold objectives such as providing information about the rights and abilities of persons with disabilities for those citizens without blindness. In the case of this dimension participant (1, 2 and 4) believe that ENAB has scored some noticeable results by disseminating information about rights and abilities of blinds Using brochures, media, Newspapers, magazines and banners. However, the remaining participants condemn the association for its minor contribution in making the society aware of blinds. As these participants express “several blinds remained hidden at their homes primarily because of social stigma which is the result of minor awareness raising activities performed by concerned bodies including Ethiopian National Association of the blinds”.

4.4 The participation of ENAB to promote accessibility of education and information

All the participants unanimously emphasize on the significance of Education to all human beings regardless of gender, age, color, physical condition, or place of birth or place of residence. Therefore, it is believed that everyone who is old enough to go to school should get an education. However, there are sectors of society that are not particularly accessible to education due to lack of awareness, economic hardship, lack of attention and other factors. Countries develop different policies to make education accessible to these sectors of the society. For instance, Ethiopia implements an inclusive education policy. The overall goal of inclusive education is to facilitate active participation of all citizens including those with visual impairment, in the community and society. However, there is still a gap in providing access to children with visual impairment and actualizing inclusive education.

The respondents remarked that ENAB as primary stakeholder has contributed for the gap occurred in making accessible education and information for blinds because of the following failures.

A) Incompetency to provide educational materials adequately at reasonable prices

As it is mentioned in the strategic plans of ENAB, the association as stakeholder of education provides educational materials in many government schools, colleges and in different Universities. However, especially seven participants of this research strongly blamed the insignificant supply of materials in comparison to the demand of individuals and institutions. They ascertain that “especially students with visual impairment in different parts of the country are suffering from lack of Braille materials. It appears that ENAB as significant stakeholder does not give due attention to provide basic educational materials to be purchased for those institutions teaching students with visual impairment”. The respondents remarked that “even though students with visual impairment seek to read Braille materials, they could not get these materials adequately. This in turn becomes very serious challenge to conduct their study and to get good result”. Contrary to this idea participant (1) and (9) speak that “the problem is not from the association’s failure to provide adequate braille teaching materials, rather the problem emanates from institutions buying braille materials. The financial system of these institutions is not as fast as needed by blinds”.

On the other hand, all participants of the study questioned the quality and the price of the materials. According to participant's observation, "Even though members realize the importance of using brail materials in day to day activities of blinds and require purchasing them, because of material's low quality and expensiveness they desist to buy". As the evaluation of participants, the price of the materials does not consider the existing economic condition of members.

B) Failure to provide brail skill training

Pursuant to the expression of participants the second weakness of ENAB with regard to make information's and education accessible to its members is Failure to provide Braille skills training. "The number of members who cannot read Braille text is increasing from time to time. As a result, documents posted on the association's notice board and translated books to Braille by the braille production department of the association are not accessible to all members equally. Members who are brail illiterate often miss the notices that are posted on the association's notice board. Due to this reason, they are losing handy information. There are times members with brail illiteracy remain unaware of essential information such as training grants or may be informed after it is outdated. As a result, they are denied the opportunity to compete with brail literate members".

C) Inability to produce audio and soft copy materials

The third limitation is failure to making various books, newspapers and magazines accessible through audio and software copies. As participant (2) particularly uttered "Of the hundreds or so books, magazines and newspapers published each year in Ethiopia only some textbooks are made available in accessible formats. Members require reading numerous readings in order to improve their lives using acquired information's from texts. Nevertheless the association is not producing books in audio and soft copy as much as members are demanding".

D) Inadequate basic computer and mobile phone technology skill training

Another limitation that research participants pointed out is lack of basic computer skill training to members. The respondents assured that to enhance the accessibility of education and information for the members, it is paramount importance to provide them with Basic computer training. They underlined that, it is imperative that the association shall design special basic computer skill trainings for members after setting criteria for priority. This will inevitably

produce a positive consequence in the life of the members. Nevertheless, most of the participants explained that the association is not doing what it is expected to do as a result of which they are often prone to challenges that they could overcome if otherwise. Absence of training on computer has denied them the access to up-to-date knowledge and information and also left members dependent on only radio information.

Participant (3) and (8) explained the existence of basic computer skill training for blind teachers organized by the Ministry of Education in collaboration with the association. They explained as they attained the opportunity to take part in this training. After appreciating the initiation, these participants explain that shortening of time and lack of attention to the training reduced the quality of the training. Moreover, they blame its inaccessibility to all members.

On the other hand participant (2) said “The association has recently opened various social media accounts to make information accessible, but the capacity of the network is weak. Moreover, the use of mobile technology has not been provided to its members. So the number of members who benefit from this access is small”.

E) Absence of computer and Braille library

All participants unanimously underlined that library is imperative for blinds to have access for education and information rather than other sectors of the society. Especially participant (2) stated three basic reasons to support the argument. “The first reason is that the brail textbooks are huge which defy taking from place to place and reading it easily. Rationality behind the very importance of library is that brail textbooks are exposed to damage in relation to its size. Thirdly, brail printed books are expensive to renew or rewrite again. As a result a large number of members require reading in libraries. However, ENAB remained nonchalant with regard to establish computer and brail libraries”.

F) Failure to assess the implementation of inclusive education

As participants explained above “Ethiopia adopted inclusive education policy. ENAB is vigorous stakeholder in the implementation process of the policy. Conducting a research on the current special needs education strategy and its implementation, assessing the benefits earned by blind students, the problems and bottle necks observed in their enrollment and recommending solutions that effectively increase the adequate inclusion or enrollment and participation of blind

students in mainstream education, expected from the association. Nevertheless it is not conducting a research on the implementation of the strategy in order to indicate the benefits earned as well as the problems and bottle necks observed”.

4.5 The effort of ENAB to be exemplary in making itself physically accessible

The head office of the Ethiopian Association of the Blind (ENAB) is located in Addis Ababa around sadist kilo at the back of Yekatit 12 Hospital. At present, it has 30 Branches that are found in different regions and localities throughout the country with a total of more than 13,000 active members (fiseha, 2016).

All participants exclusively reveal the importance of observing ENAB’s performance in making itself physically accessible. In this case participants perceive physical accessibility in to 2 dimensions. The first is the accessibility of internal compass of the head office. On the basis of this criterion the participants approve the appropriateness of the compass for member’s mobility. To make the compass more appropriate participant (1) and (2) recommended the bureaus to have numbers that is written in Braille.

The second dimension of assessing ENAB’s physical accessibility is in terms of the pathway to the head office. All participants stated that “The locality where ENAB located is wonderful, because it is nearer to Addis Ababa University in which many blinds are learning. However, the pathways to the head office are not comfortable for members to come and go from the head office. The pathway to the head office is too narrow to host the traffic flow arising from the customers of Yekatit 12 hospital, Supreme Court, Nazret School and closer institutions. Moreover, the area is always busy with business activities carried on. As a result the pathway to the head office of ENAB has become difficult to member’s free movement”.

4.6 The contribution of ENAB to empower independent living of its members

4.6.1 White cane as a means of independent living

With regard to independent living, respondents first and foremost debate about the role of the association in awaking and accessing white canes which enable blinds to travel independently. A white cane is a device used by many people who are blind or visually impaired. A white cane primarily allows its user to scan their surroundings for obstacles and travel independently. But is also helpful for onlookers in identifying the user as blind or visually impaired and taking

appropriate care. The latter is the reason for the cane's white color, which in many jurisdictions is mandatory.

According to participants for the last 60 years ENAB is providing training members to use white canes as mobility tools. Moreover it is offering awareness raising activities concerning white cane using October 15 the White Cane Safety Day each year. Later it also commenced to purchase for individuals and institutions which possess blind customers. However, these services have the following limitations.

A) Failure to provide mobility orientation

As the elucidation of participant (1, 2 and 8) the first weakness of ENAB with regard to white cane is Failure to provide mobility orientation for the members. These participants explain that “Because of the association’s failure to provide mobility orientation, the white cane of an individual encounters calamity emanated from Fissures of road, Travelers and improper use of the owner. Due to a lack of training on how to repair broken white cane, a member who holds a broken white cane will be forced to buy a new one instead of repairing and handle it again. Purchasing a new white cane also eventually puts burden on the economy of members. Therefore, the association should expand its mobility orientation services to its members and work more frequently”.

B) Failure to provide white cane at reasonable prices

Participants describe that presently ENAB provides white cane selling service for its members in order to ensure cane’s accessibility. Although the association assumes itself as offering cane to its members at a reasonable price, its members complain about the lack of supply and the high cost. According to participant’s observation, even though members realize the importance of white cane in day to day activities of blinds and require purchasing it, because of price expensiveness they desist to buy. As the evaluation of participants, the price of the materials does not consider the existing economic condition of members. As a result they believe that their independent movement is in question.

C) Inadequate awareness-raising activities to the public

As participants explain unanimously with regard to white cane ENAB celebrates the White Cane Safety Day on October 15 each year in order to raise the awareness of different sectors of the society. However, still it is not as expected of it.

4.6.2 Life Skills Training as a means of independent living

Respondents, who have been requested about life skills trainings organized by ENAB, demonstrate that “although there are occasional life trainings provided by the association, the concepts do not emphasis on the area of members' demand and do not use proper recruitment criteria for the training. Young members of the association, who live in isolation from their families, are particularly vulnerable as they are not given life skills training. These members of the association are immature and need great attention as they are too young to direct themselves”.

Especially female participants explained that female members are exposed more likely to have unwanted pregnancies because they do not receive reproductive health training. In addition, they are forced to eat outdoors because they do not receive home care and cooking training. This forces them to engage in unwanted relationships with men having better incomes. The association has set up a women's section to alleviate the existing burdens on female members. The sector was established to support female members in a variety of ways, with the primary purpose of providing life skills training. However, the study participants noted that the sector was not able to provide the required services.

CHAPTER FIVE

5. DISCUSSION

The main objective of this study was to explore the gap between the mandate objective of Ethiopian National Association of the Blind and the expected interest of members on its service. As it is indicated above by the finding of the study, different members reflected their experience of receiving service from the association based on the research questions provided by the researcher. The findings that obtained from the data are discussed below.

5.1 The contribution of ENAB in advocating the rights of its members

Roberts (1983) stated that one of the rationalities behind the stand of Disabled people's organizations is to make disability peoples best spokespersons for themselves. For example the Norwegian Association of the Blind and Partially Sighted is established to provide the service of Advocacy on behalf of its members. Similarly, Fisiha (2016) explained that the primary mission of ENAB is to become Strong advocate of its members. However, according to participants of the study, even though Ethiopian National Association of the Blinds is a veteran association established aiming at protecting the rights of its members, its performance in advocacy is declining from time to time". Infarct, some participants explicated that the association had been able to conduct its advocacy for the members before the year 2009. During this time the association performed relatively better activities in terms of advocacy. Nonetheless as all participants unanimously agreed the big picture shows us the failure of ENAB at least in organizing durable Advocacy Department hired lawyers. Therefore, participants said that the rights of the members have not been adequately addressed and they have not been given due attention by the association. Participants underlined that due to the association's low level of attention for the respect of member's human and democratic rights, members from time to time believed that the association could not enforce their rights, and the number of members who filed complaints with the association's office became smaller. This in turn, has reduced the number of applications that come up to the association. Finally, participants concluded that sense of ownership among members about their association is declining.

5.2 The role of ENAB to enhance Awareness towards blinds

One role of Disability Peoples Organizations is creating public awareness about the aspirations, needs and abilities of people with disabilities. When disability peoples perform activities such as

lobbying government, monitoring service agencies, publishing a newsletter, speaking in the national media and conferences, they create awareness to the public. Many organizations undertake specific Public awareness campaigns which are usually carried out in the media (radio, newspapers, and television) or in the schools with children (Driedger, 1986). Likewise ENAB participates in awareness raising activities towards blinds in Ethiopia.

Respondents, who have been requested about awareness raising activities of ENAB, demonstrate the importance of observing awareness-raising activities in terms of associational effort in making members aware of themselves, enhancing the skills of members how to coexist with the society and empowering the public to have a better understanding of blind's potential and special needs. In terms of the effort made to aware members about themselves one participant emphasis on the existing gap of the association. On the basis of the idea forwarded by this participant, the gap of the association to raise the awareness of the members about themselves opened the chance to assume the qualities among members as similar. But as the clarification of these participant the reality is that all members of ENAB are not a homogenous group and they may face additional and specific barriers due to a combination between blindness and other features such as their sex, sexual orientation or gender identity, age, ethnicity, complex needs, place of living etc.". On the other hand in terms of the second criterion that is enhancing the skills of members how to coexist with the society, two participants measured the association's effort as minor in contrast to the effort expected from it. As the participants exclusively explained, the last but not the least dimension of awareness-raising activity is in terms of empowering the public to have a better understanding of blind's potential and special needs. In the case of this dimension three participants believe that ENAB has scored some noticeable results by disseminating information about rights and abilities of blinds Using brochures, media, Newspapers, magazines and banners. However, the remaining participants condemn the association for its minor contribution in making the society aware of blinds. As these participants expressed several blinds remained hidden at their homes primarily because of social stigma which is the result of minor awareness raising activities performed by concerned bodies including Ethiopian National Association of the blinds.

5.3 The participation of ENAB to promote accessibility of education and information

Blind children are among the primary sectors of society that are not particularly accessible to education and information in the world. To feel this gap Disability Peoples Organizations in each countries play significant role in making education and information accessible to blinds. For example NCBI in Ireland and NABP in Norway launched various services to promote the accessibility of education and information for its members. While in Ethiopia inclusive education policy is implemented. The overall goal of inclusive education is to facilitate active participation of all citizens including those with visual impairment, in the community and society. However, there is still a gap in providing access to children with visual impairment and implementing inclusive education.

The respondents remarked that ENAB as primary stakeholder has contributed for the gap occurred in making accessible education and information for blinds because of its incompetency to provide educational materials adequately at expected quality and reasonable price, failure to provide brail skill training, inability to produce audio and soft copy materials, inadequate basic computer and mobile phone technology skill training, absence of computer and Braille library and failure to assess the implementation of inclusive education. In developed countries for example in Ireland the National Council of blinds Ireland in abbreviation (NCBI) is responsible to provide Information and Communication Technology trainings and convert printed information into accessible formats to people who are blind. On the other hand in Iceland an association established by blinds called BIAVI provides audio library service for those members who cannot make use of braille printed books.

5.4 The effort of ENAB to be exemplary in making itself physically accessible

In Iceland the Blind Icelandic Association of the Visually Impaired (BIAVI) not only making itself physically accessible for its members, but also provides transport service by making special deals with municipalities regarding travel service for legally blind people. Moreover, it also strives to ensure that its members have access to trained guide dogs. When we come to Ethiopian National Association of the Blinds, in terms of the accessibility of internal compass of the head office participants approved the appropriateness of the compass for member's mobility. To make the compass more appropriate two participants recommended the bureaus to have numbers that is

written in Braille. On the other hand participants stated that the locality where ENAB located is wonderful, because it is nearer to Addis Ababa University in which many blinds are learning. However, the pathways to the head office are not comfortable for members to come and go from the head office. The pathway to the head office is too narrow to host the traffic flow arising from the customers of Yekatit 12 hospital, Supreme Court, Nazret School and closer institutions. Moreover, the area is always busy with business activities carried on. As a result the pathway to the head office of ENAB has become difficult to member's free movement.

5.5 The contribution of ENAB to empower independent living of its members

5.5.1 White cane as a means of independent living

Blind people associations in the world share various common objectives. One of the common goals that these associations share is providing mobility training. For example, the Swedish Association of the Visually Impaired provides mobility orientation for all newly blinded peoples in the country. NCBI also provides mobility training for its members in order to enable blind peoples to carry out everyday tasks safely and independently. Participants of this study stated that for the last 60 years ENAB is providing training members to use white canes as mobility tools. Moreover it is offering awareness raising activities concerning white cane using October 15 the White Cane Safety Day each year. Later it also commenced to sale for individuals and institutions which possess blind customers. However, these services have limitations such as failure to run awareness-raising activities, provide mobility orientation and sale white cane at reasonable prices.

As the elucidation of participants ENAB do not deliver mobility orientation trainings frequently. As a result several members do not use white cane properly. Because of improper usage members usually face the breaking of their white cane. Participants added that "Due to a lack of training on how to repair broken white cane, a member who holds a broken white cane will be forced to buy a new one instead of repairing and handle it again. Purchasing a new white cane also eventually puts burden on the economy of members". On the other hand participants describe that presently ENAB provides white cane selling service for its members in order to ensure cane's accessibility. However, as the evaluation of participants, the price of the materials does not consider the existing economic condition of members.

5.5.2 Life Skills Training as a means of independent living

In many countries there are training centers to provide various skills beneficial to each and every human beings. Yet, these centers are not accessible to all customers equally. Especially they do not have facilities which match the interests of peoples with disability. To feel the gap disability peoples organizations are participating in developing the skills of disabled people's on the issues such as management, organization, negotiation process, proposal and letter writing (O'Rourke, 1978). When we come to Ethiopia providing skill development training is one goal of Ethiopian National Association of the Blinds. According to the explanation of participants ENAB is providing self-Help Leadership Training Program beginning from the very existence of the association by raising funds from different governmental and nongovernmental organizations working nationally and internationally. However, again participants demonstrate that “although there are occasional life trainings provided by the association, the concepts do not emphasis on the area of members' demand and do not use proper recruitment criteria for the training. Young members of the association who live in isolation from their families are particularly vulnerable as they are not given life skills training. These members of the association are immature and need great attention as they are too young to direct themselves”.

CHAPTER SIX

6. Summary, Conclusion and Recommendations

6.1 Summary

The major purpose of this study was to explore the compatibility between the mandate objective of the Ethiopian national association of the blind and the expected interest of the members on its service. More importantly, the study tried to come up with feeding answer for the following basic research questions;

1. What are the services provided by ENAB for the members?
2. How accessible is the service to the members?
3. Are there gaps between the mandate objective of the Ethiopian national association of the blind and the expected interest of the members on its service?
4. What are the ways forward?

To get answer for the above basic questions, the researcher used qualitative research approach with case study design and also the data were collected using semi-structured interview. To this end nine members were the participants of the study, which intern purposive sampling was the sampling technique that is selected for this research. The data were analyzed thematically so as to respond to the research questions.

The result of the study indicated that the mandate objective and performance of the Ethiopian national association of the blind and the expected interest of the members on its service are Incompatible. Members would like to see a society in which the equal opportunity and full participation and rights of blind persons are fully realized. However, Due to the associations low level of attention to conduct a research and reply for the interest of members periodically, their vision remained unreciprocated. Although ENAB is a veteran association with a total of more than 13,000 active members, Because of its weaknesses in providing awareness-raising and advocacy activities, making education and information accessible and contribute for the independence living of its members the sense of ownership among members about their association is declining from time to time.

6.2 Conclusion

The following conclusion is derived from the findings:

As stated on the bylaw of ENAB amended on March, 2017, the primary mission of ENAB is to become Strong advocate of its members. because ENAB has been and intend to remain the strong voice and vanguard advocate of the respect of the human rights, equal opportunities and full participation of blind people; the meaning full inclusion and mainstreaming of the issues of the blind in the planning, implementation, evaluation of national, and regional, development policies, strategies and programmers. However, the findings indicate that its accomplishment in advocacy, awareness raising, Making education and information Accessible, Providing educational material, organizing different trainings is declining from time to time. As a result sense of ownership among members about their association is declining gradually.

6.3 Recommendation

The following recommendations are presented based on the findings:

1. Launch Raising awareness programs: The association should revise its awareness-raising program grasping the experience of other countries Disability Peoples Organizations, asking from the members themselves and other concerned bodies.
2. Establish an Advocacy and legal service providing department: ENAB should develop and implement a legal service program, enabling it to negotiate amicably or/and to litigate at courts of law ensuring the respect of the rights of members whose rights are violated due to their disability.
3. Organize training center: ENAB should organize training center in order to enhance the computer, brail, mobility orientation, income generating, and life skills of the members.
4. Establish library: ENAB should establish a computer and Braille resource center for members and employees at the premises of ENAB Head office
5. Conduct a research: The association should conduct a research on the current special needs education strategy and its implementation, assessing the benefits earned by blind students, the problems and bottle necks observed in their enrollment and recommend solutions that effectively increase the adequate inclusion or enrollment and participation of blind students in mainstream education,

6. Develop marketing strategy: ENAB should develop and implement a production and marketing strategy, enabling the organization to become a permanent key producer and supplier of Braille text books and other education materials.

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Appendices

Interview questions

Introduction:

First of all I would like to thank you for your willingness to be interviewed and share your feeling by dedicating your precious time. This research question is organized to explore the gap between objective mandate of Ethiopian National Association of the Blind and the expected interest of members in receiving service from the association. The interview will be audio taped. But if you are reluctant to be recorded you are allowed not to be recorded. The responses of your interview are kept secret. Remind that your response is very critical to reach at right conclusion. Therefore, you are requested to offer the right answer for each question. Thank you.

Back ground information:

What is your sex?

How old are you?

What is your academic status?

When do you registered as a member of the association?

2 Advocacy and awareness-raising

How do you describe the effort of the association to enforce the rights of members when human rights violations happened?

How do you observe the awareness raising activities of the association to change the community's negative perception towards blinds?

Mention if there is a research conducted by the association to identify and correct the negative attitudes of the community?

3. The accessibility of education and information.

How do you describe the accessibility of information disseminated by the association to the members?

Do you believe that the association has made various novel books available through audio and software copies on CD in order to improve the general knowledge of the members?

Do you think the association has done sufficient work to make members accessible to technology?

How do you assess the role that the association has played in providing adequate training for the development of Braille writing?

Do you think that textbooks and references are being converted in sufficient volume and quality with audio and software copies?

How do you evaluate the effort of the association in making textbooks and references converted in to Braille writing accessible to the members?

Do you think that the price of Braille teaching materials offered by the association has taken the economy of its members in to consideration?

Is the association's awareness campaign on the nature of inclusive education satisfactory for the effective implementation of inclusive education?

Do you believe that the association is conducting series researches in order to identify the gaps in the implementation of inclusive education and correct the gaps?

4. Physical accessibility

Do you believe that the location of the association's head office is appropriate for the members?

How do you assess the accessibility of the internal compass for the mobility of the members?

5. Independent living

What do you say about the trainings of using white cane provided by the association to the members?

How do you evaluate the act of the association in terms of raising awareness about the white cane for drivers, traffic police and other stakeholders?

Do you believe that life skills training provided by the association fills the gaps of its members?

በኢትዮጵያ አይነት-ሥራን ብሄራዊ ማህበር የአባላት የአገልግሎት እርካታ

ውድ ጊዜዎን ሰውተው ይህንን ቃለ ምልልስ እንድናደርግና ለጥናቱ ውጤታማነት እውነተኛ ስሜትዎን ሊያጋሩኝ ስለፈቀዱ አስቀድሜ አመሰግናለሁ።

የሚመልሱት መልስ ሚስጥራዊነቱ በከፍተኛ ደረጃ የሚጠበቅ በመሆኑ ቃለ ምልልሱ በእርስዎ ላይ የሚያደርሰው ምንም አይነት ተጽእኖ እንደሌለ እያረጋገጥኩ በከፍተኛ 1 ውስጥ ከቀረቡት ጥያቄዎች በስተቀር ለሌሎች ጥያቄዎች የሚያምኑበትን መልስ ከተናገሩ በኋላ ምክኒያቱን እንዲያስረዱ በአክብሮት እጋብዛለሁ።

1. ጠቅላላ ጥያቄዎች

ጾታ

እድሜ

የትምህርት ደረጃ

የማህበሩ አባል የሆኑበት ጊዜ

2. የሙብት ማስከበርና ግንዛቤ ማስፋፋት አገልግሎት

አባላት የሙብት ጥሰት ሲደርስባቸው ማህበሩ ሙብታቸው እንዲከበርላቸው እያደረገ ስለመሆኑ ያለዎትን ሀሳብ ይግለጹ;

ማህበረሰቡ ስለ አይነት-ሥራን ያለው አሉታዊ አመለካከት እንዲቀየር ማህበሩ የፈጠረውን ግንዛቤ እንዴት ያዩታል;

በማህበረሰቡ ውስጥ ስለአይነት-ሥራን ያለውን የአመለካከት ሁኔታ እያጠና ክፍተቶችን ለመሙላት ያደረገው ጥረት ካለ ይጥቀሱ;

3. የመረጃና የትምህርት ተደራሽነትን ማሳደግ

ማህበሩ ለአባላቱ መረጃ የሚያደርስባቸው የመረጃ ማሰራጨ ዘዴዎች ተደራሽነት ምቹ ነው ወይ;

የአባላትን የእውቀት አድማስ ለማስፋት የተለያዩ ልብወለድ መጽሀፍትን በድምጽና በሶፍት ኮፒ በሲዲ ቀርጾ ተደራሽ አድርጓል ብለው ያምናሉ;

አባላትን ለቴክኖሎጂ ተደራሽሎሚያል ማህበሩ የሰራው ስራ በቂ ይመስልዎታል;

የብሬል ጽሁፍ እንዲስፋፋ የብሬል ስልጠና በበቂ ሁኔታ ከመስጠት አንጻር ማህበሩ የበኩሉን ድርሻ ተወጥቷል ብለው ያምናሉ;

የመማሪያና ዋቢ መጽሀፍትን በድምጽና በሶፍት ኮፒ በሲዲ ቀርጾ በበቂ መጠንና ጥራት ተደራሽ ያደረገ ይመስልዎታል;

የመማሪያና ዋቢ መጽሀፍትን ወደ ብሬል ጽሁፍ ለውጦ ለአባላት ተደራሽ እንዲሆን ማህበሩ በቂ ስራ ሰርቷል ብለው ያምናሉ;

ማህበሩ የሚያቀርባቸው የብሬል መማሪያ ቁሳቁሶች ዋጋ የአባላትን አቅም ያገናዘበ ነው ብለው ያምናሉ;

የአካቶ ትምህርት በአግባቡ ተግባራዊ እንዲሆን ለማድረግ ማህበሩ ስለ አካቶ ትምህርት ምንነት የሚሰጠው የግንዛቤ ማስፋፊያ ስራ በቂ ነው ወይ;

የአካቶ ትምህርት ትግበራ ያለበትን ደረጃ በመከታተል ክፍተቶች እንዲታረሙ እንደ ማህበር የሚጠበቅበትን ሀላፊነት እንደተወጣ ይሰማዎታል;

4. የአካባቢ ተደራሽነት

የማህበሩ ጽ/ቤት ያለበት ቦታ ለአይነስውራን ምቹ ነው ብለው ያምናሉ;

የጽ/ቤቱ ቅጥር ግቢ ለአባላት እንቅስቃሴ ምቹ ነው ብለው ያምናሉ;

5. አባላት በነጻነት እንዲንቀሳቀሱና የሌሎችን እገዛ ሳይፈልጉ እንዲኖሩ ማስቻል

የኬን አጠቃቀምን በሚመለከት ለአባላት በቂ ስልጠና ስለመሰጠቱ ምን ይላሉ;

ስለ ኬን ምንነት ለሹፌሮች፣ ለትራፊክ ፖሊሶችና ገንዲሁም ለሚመለከታቸው አካላት ግንዛቤ ከመስጠት አንጻር ማህበሩ ያለበትን ደረጃ እንዴት ይመዘኑታል;

በማህበሩ የሚሰጡ የህይወት ክህሎት ስልጠናዎች የአባላቱን ክፍተቶች የሚደፍኑ ናቸው ብለው ያምናሉ

አባላቱ ከኢኮኖሚያዊ ጥገኝነት እንዲላቀቁና በተለያዩ የገቢ ማስገኛ ስራዎች እንዲሰማሩ ከማድረግ አንጻር ማህበሩ የሰራው ስራ አለ ወይ?