

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

Employment Profile of Special Needs Education Graduates
in Bahirdar Town

By
Amelework Necho

June, 2017

Addis Ababa

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

Employment Profile of Special Needs Education Graduates in
Bahirdar Town

By
Amelework Necho

A Thesis is submitted to the Department of Special Needs Education in
Partial Fulfillment of the Requirements for MA Degree in Special Needs
Education

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

Employment Profile of Special Needs Education Graduates in
Bahirdar Town

By

Amelework Necho

Approval of the Board of Examiners

1. Advisor

Name _____ signature _____ Date _____

2. Internal Examiner

Name _____ signature _____ Date _____

3. External Examiner

Name _____ signature _____ Date _____

Declaration

I declared that this study is my original work towards the degree of masters of art in special needs education and has not been submitted for any degree or diploma in any university. To the best of my knowledge, all sources of materials used for the study have been appropriately acknowledged. I have undertaken the study independently with the guidance and support of the research advisor.

Signature: -----

Amelework Necho

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

Name of Advisor: Dr. Sewalem Tsega

Signature: -----

Acknowledgements

I would like to thank Almighty God for blessing me in all times. I extend my deepest gratitude to my Adviser Dr. Sewalem Tsega for giving me constructive advice and guiding starting from title selection up to the completion of thesis writing as well as her decisive comments.

Heartfelt gratitude goes to my family for offering me remarkable care and support throughout my academic career without hesitation. I can't put into words their remarkable sacrifices.

Special thanks go to all participants of the study for their cooperation and support, without your cooperation this research would be meaningless. I also would like to thank Ato Anteneh (SNE department Head in Bahirdar), W/ro Aynalem (project founder of Kal center), W/ro Sntayehu (Amhara region supervisor of special Needs), W/ro Tena (special needs coordinator in schools) and other organization managers that participated in the study to give practical deliberations, about their personnel staff and institutions.

Lastly, I would like to say thank you all my friends to help me by moral, comments and thought full suggestion.

Table of Contents	page
Acknowledgement	iii
List of Table	viii
List of Acronyms	ix
Abstract	xi
CHAPTER ONE	1
1. INTRODUCTION	1
1.1 Background of the study	1
1.2 Statements of the Problem.....	xi
1.3 Objectives of the Study	6
1.4 Significance of the Study	6
1.5 Scope of the Study.....	7
Limitation of the Study	7
1.7 Operational Definition.....	7
CHAPTER TWO	9
2. REVIEW OF RELATED LITERATURE.....	9
2.1 Special Needs Education.....	9
2.1.1 Concept of Special Needs Education.....	9
2.1.2 History of Special Needs Education Department in Ethiopia	10
2.1.3 Principle and Policy of Special Needs Education professionals	12
2.2 Job Placement of Graduates in Special Needs Education	13
2.3 Roles of Special Needs Education Graduates	16
2.3.1 Special Needs Education Teacher	16
2.3.2 Itinerant Teacher.....	17
2.3.3 Resource Center facilitator	19

2.3.4 Braille Contraction Teacher.....	20
2.3.5 Sign Language Interpreter	20
2.3.6 Rehabilitation and Vocational Counselors	21
2.3.7 The Overall Roles and Responsibility of Special Needs Education Graduates	22
2.4 The Involvement of Organizations Working on Disability to Employ SNE Graduates	24
Challenges of SNE Graduates in Seeking Job and Job Placement	24
2.6 Factors that Facilitate the Employment of SNE Graduates.....	26
CHAPTER THREE	28
3 RESEARCH METHODS	28
3.1 Research Design.....	28
3.2 Participant and population of the study.....	28
3.3 Sampling Technique.....	29
3.4 Data collection Instrument	29
3.4.1 Questionnaires	29
3.4.2 Interview Guide	30
3.5 Pilot Study.....	30
3.6 Data Collection Procedure	31
3.7 Method of Data Analysis	32
3.8 Ethical Consideration	33
CHAPTER FOUR.....	34
4 FINDINGS.....	34
4.1 Demographic Characteristics of the Respondents.....	34
4.2 Job Placements of Special Needs Education Graduates.....	36
4.3 The Roles of Special Needs Education Graduates	39

4.4 The Involvement of Organizations Working on Disability to Employing SNE Graduates	43
4.5 The Challenges that SNE Graduates Face While Seeking Job and Job Placement	48
4.6 Perceived Solutions to Address the Problems in Employment and Job Opportunity for SNE Graduates	52
CHAPTER FIVE	57
5 DISCUSSIONS.....	57
5.1 Demographic characteristics of respondent.....	54
5.2 Job Placements of Special Needs Education Graduates.....	57
5.3 The Roles of Special Needs Education	59
5.4 The Involvement of Organizations Working on Disability to Employing SNE Graduates	60
5.5 The Challenges that SNE Graduates Face While Seeking Job and Job Placement.....	61
5.6 Perceived Solutions to Address the Problems in Employment and Job Opportunity For SNE Graduates.....	63
CHAPTER SIX.....	65
6 CONCLUSIONS AND RECOMMENDATIONS	65
6.1 Conclusion.....	65
6.2 Recommendations	67
References	69
Appendices	73

List of Table

Number of table	Page
Table one: Demographic characteristics of respondents.....	33
Table two: Job placements of special needs education graduates.....	35
Table three: The roles of special needs education graduates.....	38
Table four: Background information of organizations.....	42
Table five: The challenges of special needs education graduates.....	46
Table six: Perceived solutions.....	50

List of Acronyms

AAU- Addis Ababa University

ASL- American Sign Language

BDPRC- Bahirdar Physical Rehabilitation Center

CBR- Community Based Rehabilitation

CEC- Council for Exceptional Children

CFAI- Cheshire Foundation Action for Inclusion

DDA- Developmental Disabilities Act

EFA- Education for All

ENQF- Ethiopian National Qualifications Framework

ESDP- Education Sector Development Program

FNMI- Forgotten No More, Inclusion

GCF- Grace Center foundation

HEIs- Higher Education Institutions

HAP- Hidden Abilities Project

ICDR- International Centre for Disability and Rehabilitation

IEP- Individual Education Plan

KCSN- Kal Center for Special needs

LSEN- Learner with Special Educational Need

MET- Medicaid Redesign Team

MOE- Ministry of Education

NGOs- Non-Governmental Organization

PWD- People with Disability

PWSN- people with special needs

SWSN- Student with Special Needs

TTI- Teacher Training Institution

TVET- Technical Vocational Educational Training

Abstract

The purpose of this study was to investigate the employment profile of special needs education graduates in Bahirdar Town, Amhara Region. The study employed a mixed methods approach. The population of the study were 30 special needs education graduates; In view of that, the researcher took all the available population as a sample of the study for questionnaires; from those graduates 5 special needs education graduates were selected for interview by purposive sampling technique; 6 organization managers and 4 special needs supervisors for interview selected by purposive sampling technique. The findings revealed that most of special needs education graduates are placed in schools (36.7%), university (13.3%), NGOs (13.3%), education offices (16.7%) and other sectors (20%). Nevertheless, the majority are not interested in their job placement because their work is not related with their field of study. The roles of special needs education graduates are Braille teacher (6.7%), sign language interpreter (13.3%), special needs education instructor (13.3%), itinerant teacher (10.0%), child labor (3.3%), teacher for children with intellectual disability (16.7%) and the remaining (33.3%) have other unrelated roles. Hence this study shows that the majority of special needs education graduates are not assigned in the appropriate place. Although there are various kinds of organizations in Bahirdar town with different predisposition which are involved in helping out people with special needs, they do not employ special needs education graduates. Special needs education graduates also face difficulties related to job searching, job placements and lack of job opportunities. These problems can be solved by creating awareness on the employers about the field, avoiding placement of other graduates in a place where special need graduates deserved and developing a complete job description of the field. To assign special needs education graduates in the right position, the ministry of education should set clear job descriptions and address it for employers like educational sectors, NGOs, special need centers, inclusive schools and non-educational sectors.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Education is universally accepted human right that ought to be accessible to all citizens and thus it is part of their right to learn what they need and want to know throughout their lives with accordance to their potential. It plays a crucial role in eradicating poverty and attaining sustainable socio-economic development. Being aware of this reality, Ethiopian government has been committed to make education accessible to all citizens irrespective of their gender, disability, language, socio economic status and religion (MOE, 2012). The government has also given due attention to special needs education.

Special needs education is a specially designed educational system intended to meet the unique needs of children with special needs. By its very nature, it requires additional support and adaptive pedagogical methods in order to meet learning objectives in an educational program. It focuses on children with disability, vulnerable children, students who face repetition and school dropout, excluded children from education, and children who are misbehaving in school and learning environment (Smith & Tyler, 2010).

Historically, in Ethiopia special needs education program was started by people with visual impairment who are attending traditional church education especially in oral learning and teaching in the Ethiopian orthodox Tewahido Church (Tibebu, 1995). Then after, different schools like special schools, boarding schools and inclusive schools are opened. To recruit equipped professionals for the newly opened schools, universities and other higher educational institutions have begun to train students in special needs education. The intended aim was to

enable graduates of special needs education in making the education system more inclusive through identifying and accommodating the unique needs of individuals by creating conducive learning environment (Smith & Tyler, 2010).

Special needs education graduates have a crucial role in addressing the needs of children with special needs. This will be possible through making accommodation, using different instruction, using assistive device and finally by monitoring students progress (Marilyn, Smith & Tyler, 2010). The other roles of special needs education graduates are paraprofessional (teacher's aide), a resource room teacher, an itinerant teacher, a special education classroom teacher, an assistive technology specialist, a diagnostician, or an administrator (Marilyn, 2010).

In addition, special needs education graduates may work in a related service as a school psychologist in inclusive school, an audiologist, an occupational therapist, a physical therapist, a counselor, a nurse or physician, transportation specialist, a recreational therapist, a supported living worker, a personal care attendant, a vocational rehabilitation worker, practitioner, policy maker and researcher (Smith & Luckasson, 1995).

In view of the above listed roles, special needs education graduates can be placed at different organizations like schools, NGOs, rehabilitation center, civil service bureaus, therapy center, hospitals, colleges, and educational sectors. According to the Ministry of Education (2012), special needs education graduates can be assigned at Regional, Zone and Woreda levels to take care of inclusive education issues (i.e., offering professional assistance to schools, organizing trainings, aggregating data on learners with special educational needs, ensuring that special needs education/inclusive education activities are mainstreamed in planning, budgeting, monitoring, evaluating and reporting) in the respective places.

In the recent publication of ESNEPA (2009), special needs education graduates can be placed in regional sector offices, zones, city administration and woredas primary and secondary schools, TVET, teachers education institutions, adults education centers, alternative basic education centers, rooms and reform centers, special schools and others related organization with regard to special needs education in order to perform activities of special needs education by planning, supervising and follow-up. Therefore, this study explores the employment profile of special needs education graduates in Bahirdar town.

1.2 Statements of the Problem

The importance of job placement is to reduce job stress level, increase job satisfaction, a greater sense of job security, customer satisfaction, increase employee performances, improved productivity and motivation. Kumar and Sharma (2001) suggest that the proper placement of workers reduces employee turnover, absenteeism and accident rates, and improves morale, all of which have implications on overall employee performance and productivity in the organization. In this case, an effective job placement program in connection with other human resource services can help to reduce the length of time that people are unemployed, minimize the stress and struggle of the job search process, and fill the staffing needs of local businesses that contribute to the economic vitality of the community (Kumar & Sharma, 2001).

Placement also helps the employer correctly match the worker and the job (Taruna, Yadav and Sushma, 2015). The importance of placing special needs education graduates in the appropriate place, a place which allows them to utilize their expertise, is to contribute for the stability and development of society and it also enables them to easily practice and make use of their knowledge and skills. These graduates can also get a sense of satisfaction through their

work as they are working on their field of interest which can lead to being more productive and successful as well. There are many reasons why special needs education graduate placements is useful. The main one is that to help peoples with special needs and to create an inclusive society. Special needs education graduates are also essential in ensuring the provision of appropriate support for students, implementing laws, policies, strategies, plans and implementation procedures, and in realizing the inclusion education (MOE, 2012).

For the realization of the above mentioned importance of special needs education graduate, professionals who are able to accommodate student's diversity and special needs are graduating from several higher education institutions. Particularly in Ethiopia different universities and educational institutions are training students in special needs education. Specifically, special needs education program is launched at Addis Ababa and Haromaya University at BA, MA and PhD levels; Bahirdar, Dilla, and Gondar universities at BA and MA level; and Adwa, Debrebirhan, Kotebe and Gambella at BA level (MOE, 2012). The other teachers in primary, secondary and high schools are also being trained in Braille, sign language and other necessary programs to accelerate inclusive education program to help those people with special needs.

Hence, graduates from these institutions go to the market looking for a job to live and lead their future life by themselves, to contribute for country and societies and to put their theoretical education in to practice. According to Jaison, Richard and Yaqin (2014), many recent college graduates were struggling to find jobs that are relevant to their education and those who begin their careers often need time to transition into the labor market. In this regard, if graduates with special needs education are assigned/ placed in the right positions where they can meet, it is undeniable that they contribute a lot in their own field of study. In addition, they also bring

attitudinal change up on the society where they live in, and can help children with special needs who needs their expertise.

According to Asaf (2013), university graduates were facing difficulty in finding proper jobs and job placement due to weak coordination of university management (administration, course developers, implementers) with different public and private sector organizations. Despite the significance that this study has, it views the problem of job placement from the perspective of linkage of universities and employers. On the other hand, the study of MOE (2012) shows the essentiality of assigning special needs education graduates in their respective places. It also draws strategies and areas of their placement. Nevertheless, there is no further study that examines the implementation of the strategy and the actual practice of the placement of special needs education graduates so as to meet educational program.

Furthermore, no satisfactory attempts made to examine the problems associated with special needs education graduates placement and their roles particular in Bahirdar town. In order to examine this, there is need to carry out research in order to identify the problem and to look out the employment profile of special needs education graduate in practical. Therefore, this study tried to fill the existing gap and examine the current employment profile of special needs education graduates at Bahirdar Town.

1. In which area are special needs education graduates placed in Bahirdar Town?
2. What are the roles of special need education graduates in their work place?
3. Are organizations working on disability really employing special need education graduates in Bahirdar Town?

4. What are the challenges that special need education graduates face while seeking for job and job placement?
5. What are perceived solutions to address the problems in employment and job opportunity for special needs education graduates?

1.3 Objectives of the Study

General Objective

The main purpose of this research was to investigate the employment profile of special needs education graduates in Bahirdar Town, Amhara Region.

Specific Objectives

- To examine the existing placement and status of special needs education graduates.
- To assess the roles and responsibility of special needs education graduates.
- To identify organizations who are working on disability really employing Special needs education graduates.
- To identify the challenges that special needs education graduates face while seeking job and job placement.
- To obtain perceived solutions to address the problems in employment and job opportunity for special needs education graduates.

1.4 Significance of the Study

This research would help special needs education graduates and future graduates to work in their line of profession and serve their society who are in need of their expertise. In addition;

- ✚ It helps special needs education graduates to place the exact position.

- ✚ It notifies the concerning body of the government employers, non-governmental organizations of employers, stakeholders and the society regarding the measures taken to address the problem.
- ✚ To create the much needed promotion of awareness to make the society more attentive to the intention of special needs education and its graduates.
- ✚ The study can serve as an initial point for future researchers who would like to make their further study in this or other similar areas.

1.5 Scope of the Study

The research was conducted in Bahirdar town, Amhara Region (which comprises 9 sub cities contain 17 kebele administrations). Prior to my study I have observed the problem associated to special needs education graduates job placement and job opportunities. Even I am among those graduates who have faced difficulties in obtained job. In addition I haven't come across a literature/study/ on job placement and roles of special needs education graduates in Bahirdar town. This is initiated to undertake the study. Among the graduates of special needs education graduates who are employed in the town, the study concerns those who have a degree in special needs education and are currently employed. Hence, I observed that regional civil service bureau have placed diploma graduates and MA and PHD holders have also no actual placement problem.

1.6 Limitation of the study

The study has the following limitation. Though the study takes the total population as a sample size which is found in Bahirdar town, it would be sound if the study includes more samples in the surrounding areas of Bahirdar Town for a better result. Majority of the managers

of the organizations who are selected for interview did not have the concept of special needs education and even they do not know special needs education graduates. Despite such problems, the researcher used all available means and efforts to gather the required data and thereby to properly investigate the placement and roles of special needs education graduates in Bahirdar Town.

1.7 Operational Definition

Profile- The overall situations of Special Needs Education Graduates after graduation (focus on their employment, placement, roles and other related situations).

Placement: The processes of placing special needs education graduates for employment in Bahirdar town.

Role: position and function of special needs education graduates in governmental and non-governmental organizations in Bahirdar town

Graduates: Graduated personnel who have graduation with special needs education from different Ethiopian universities with regular first Degree.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Special Needs Education

2.1.1 Concept of Special Needs Education

The term Special Needs Education (SNE) is a new emerging concept to address the needs of all children with special need in Ethiopia. Therefore, it is changing from the wording “Special Education” one from the narrow scope of “the education of persons with disabilities” “the education of all children with diverse needs” “Special Needs Education” (MOE, 2012).

The dimension of changes in special educations is great and diverse ranging from abandoning and segregating children to inclusion in-service provision: the beneficiaries of the support services are extended from the few categories- blind, deaf, intellectual disability and physically disabilities to all individual who may have special needs. Thus, it is welcoming all children without discrimination in to regular or general schools (Tirussew, 2005).

In this new concept, which includes all children requires over all educational developmental objectives and policy implementation process to expand access of education to all and improvement in quality. In order to meet these educational objectives especially, the provision of special needs education should be included in ordinary regular school programs starting from the beginning to placement. Special needs education, which is moving towards considering all needs to meet through appropriate resources and responses should provide an alternative perspective to improve the provision of special needs education on the basis of the needs and contextual possibilities (Hallahan & Kauffman, 2006).

Special needs education is education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational program. Educational programs in special needs education may follow a similar curriculum as that offered in the parallel regular education system, however they take individuals' particular needs into account by providing specific resources (e.g. specially trained personnel, equipment, or space) and, if appropriate, modified educational content or learning objectives (UNESCO, 2011).

2.1.2 History of Special Needs Education Department in Ethiopia

Historical development of special needs education seems to differ from country to country. For instance, special needs education for pupils with special needs was a relatively recent development in Great Britain; in the United States it was at the beginning of the nineteenth century. Regarding the historical development of special needs education in Ethiopia, Special needs education program in its modern type was started in Ethiopia in 1917. Before 1917, blind people were attending traditional church education, and with that they had high achievement, especially in oral learning and teaching in the Orthodox Church (Tibebu, 1995).

According to the 1996/97 MOE Educational Statistics Annual, In Ethiopia, regular teacher training was started in 1944/45. But, the special needs education teacher training program was started at the end of the twentieth century, Special needs education teacher training, was started after a long time of teaching children with disabilities in different schools and programs. After this long time teaching an agreement was reached between the government of Ethiopia and Finland in 1988/89 to train special needs education trainers (Eskinder, 2006).

According to the agreement signed some TTI instructors and experts from the MOE went to Finland to become trainers. These Special Education Teacher Trainers were trained in Finland at graduate level (MA in Special Education). When these trainers returned to their Country, training of Special Education teachers for primary level was started in summer with six-week program in 1991. This training was started by using the trial curriculum prepared by those trainers and experts assigned in the MOE. In 1992/93 with summer course and six months training period at the part opened in Nazareth Teacher Training institute and Sebeta Special Education Teacher's Training Center (Eskinder, 2006).

Now in Ethiopia special needs education department are opened in different universities and educational institutions. Special needs education programs were launched at Addis Ababa University (AAU) at BA (1999), MA and PhD levels; Bahirdar, Dilla, Haromaya (2001 E.C); Gondar Universities at BA level (2003 E. c) and MA level (2008 E. c); Adwa, Debrebirhan, Kotebe, Gambella (2003) and Hosaena (MOE, 2012). The goal of this program is to produce high level professionals in the fields of special needs and inclusive education that would play a leading role in caring out research, teaching and community services.

The main functions of special needs education graduates is removing or minimizing obstacles that encircled children with special needs and youths and brining positive attitudinal changes and also essential in ensuring the provision of appropriate support for students with special needs, implementing laws, policies, strategies, plans and implementation procedures, and in realizing the inclusive education (MOE, 2012).

2.1.3 Principle and policy of Special Needs Education professionals

Ethiopia has ratified and accepted various international conventions and policy instruments of relevant to special needs education. The following convention and strategy stets about special needs education specifically related with personnel's or professionals in Special needs education;

-The strategy of implementation in special needs/ inclusive education guideline by ministry of education (July, 2012), stated about college and university; ensures that departments are established with full capacity to train SNE/IE teachers based on the regional/country demand; ensures that all teacher education programs have practical oriented course on SNE/IE which enable graduates to give proper support to SWSN.

-United Nations Convention on the Rights of Persons with Disabilities (2006) Article 27: Work and employment; States Parties recognize the right of persons with disabilities to work, this includes protect the rights of persons with disabilities on an equal basis with others, create favorable conditions of work, including equal opportunities and equal remuneration for work of equal value and also create safe and healthy working conditions.

-The Salamanca Frame works for Action (1994) Article 5 no 40 II guidelines for action at the national level; recruitment and training of educational personnel states that appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools. Furthermore, the importance of recruiting teachers with disability who can serve as role models for children with disabilities is increasingly recognized.

-The Dakar Framework for Action (2000) strategies 5, Education for All: Meeting our Collective Commitments. Enhance the status, morale and professionalism of teachers.

-The Minister of Education (2006) guideline, general rules for the provision of special education programs and services; Collaborate with qualified professionals for all categories of special needs education to educate and meet the needs of students with special needs. conduct surveys to determine the personnel needs for the zone, woreda and sub-city and encourage professional and personal development programs for employees with special needs and monitor their training and work.

-The Ethiopian National Qualifications Framework (ENQF) (2007), The ENQF aims to: raise credibility of qualifications, by establishing quality assurance processes and setting out nationally valid standards detailing the knowledge, skills and competences expected of graduates.

2.2 Job Placement of Graduates in Special Needs Education

Ethiopia has set a human resource development agenda to raise the quality of its workforce to international standards and build a culture of entrepreneurship among graduates. Providing adequate employment opportunities for the growing labor force, particularly for young people, constitutes a major socio-economic challenge. Ethiopia's current labor market information system, by which data about the labor market is made available, is insufficiently developed, fragmented, limited in scope and out-of-date. Strengthening the labor market information system is therefore an important objective of the Ethiopian Government (MOE, 2010a).

Professional placements are as much about gaining an insight and understanding of the culture and language of that profession as gaining technical skill and experience. It is also in the interest of the placement organization to be broadly supportive as these students will become their future workforce pool.

Placing special needs education graduates in right place is very important to help PWSN and to create inclusive society. For the purpose of this, professionals who are able to accommodate student's diversity and special needs are graduating from several higher education institutions. Nevertheless, to educating those students having special needs in accordance with their need and capacity/ability and bringing quality of education remains unresolved. One of the reasons for such problems is that special needs education graduated are not working on the area of their field of study. While there is numerous of works in their field of study they are placed on other unrelated works (MOE, 2012; ESNPA, September 2016).

The main functions of special needs education graduates is realizing inclusive education at all education levels by removing factors that hinder the provision and implementation of inclusive education. Removing or minimizing obstacles that encircl children with special needs and youths and brining positive attitudinal changes are also the main function/duty of special needs education graduates. Also those graduates are essential in ensuring the provision of appropriate support for students, implementing laws, policies, strategies, plans and implementation procedures, and in realizing the inclusion education (MOE, 2012; ESNPA, September 2016).

Special needs education graduates perform the following responsibilities and functions (MOE, 2012; ESNPA, September 2016; SNE graduate profile). Some are;

- Plan, supervise and follow-up special needs education service in the regions, zones, city administration and woreda as primary and secondary schools, TVET, teachers education institutions, adults education centers, alternative basic education centers, special schools, rooms and reform centers

- Propose special needs education to be incorporated in the country's and regional education sectors development plans and government growth and transformation plan
- Coordinate zones in order to reform education training and policy, standards and implantation procedures so as to incorporate inclusive educations comprehensively
- By taking into consideration the need and questions of zones and woredas, the practitioner will plan, advice and follow-up the concerned government bodies on ways of providing educational material and technological inputs which are not found within the country
- In collaboration with Zones education directors and Woredas/districts/ they undertake studies and forward ideas about the possible ways of providing educations for c hildren who are in need of their experts, youths and adults
- Follow up the placement of special needs education graduates within Zone education director and woreda education sector and accordingly, supervise the preparation and implementation of the plan and budget
- Give training, theory and practice about special needs education for different communities and plan ways of addressing awareness creation program about disability and special needs education through different media found in the region
- Work in coordination with regional sector offices, sectors and others related organization with regard to special needs education
- Ensure the preparation and administration of regional and national examinations whether they take into consideration special needs examinee or not and also prepare and submit report for his/her immediate work supervisor about job implementation

2.3 Roles of Special Needs Education Graduates

Role is set of activities that are generally carried out by an individual or group with some organizationally relevant responsibility. This set of activities is related to a corresponding set of desired qualities such as experience, qualifications and personality traits possessed by the individual needed to fill the role.

Roles of special needs education graduates are special education teacher, school counselor vocational counselor, rehabilitation counselor, Braille teacher, sign language interpreter, itinerant teacher, resources center facilitator, consultant in school and researcher (Marilyn, 2010; Smith & Luckasson, 1995; MOE, 2006; CEC, 2016; Markussen, 2004).

2.3.1 Special Needs Education Teacher

Special needs education teachers have to be experts twice over. They need a good knowledge of special education and, in addition, they need to have good interaction skills in order to engage in consultation. A special needs education teacher works mainly with small groups of children and more seldom in big classes in co-operation with another teacher, although this seems to be an effective way of giving support to the pupils. SNE teacher hold discussions with parents and with other teachers before starting to teach pupils (Markussen, 2004).

Special needs education teachers also participated in school meetings, carried out written work (IEPs), took part in training, assessed pupils and designed materials, all of which together was called background work. They also consulted with various partners, such as other teachers, parents, psychologists and head teachers (Takala, Pirttimaa & Tormanen, 2009).

In addition to the core functions of special needs education teacher in accordance with the regulation of the ministry of education, it is supposed to undertake important tasks like accept SWSN and provide them with equal opportunities to learn; training courses, workshops and special activities aimed at improving the quality and delivery of special needs education programs and services; monitor the implementation of special needs education programs and provide periodic reports on the status of these programs and conduct assessments to determine student's level of academic performance (MOE, 2006a).

The other most important duty is conduct field visits to schools to observe the implementation of inclusive education; prepare and implement vocational programs at inclusive schools, or at schools that have students with special needs; coordinate with the subject teachers; collaborate with other professions inside the school such as other subject teachers, school administrators and in the community to facilitate the implementation of special education programs and at the end with prepare comprehensive progress reports semi-annually including what has been accomplished during the semester (MOE, 2006a; Takala, Pirttimaa & Tormanen, 2009).

2.3.2 Itinerant Teacher

Special needs education graduate can serve as an itinerant teacher for supporting role to improve the whole educational practice of children with special needs and also a major support to teachers in carrying out their work in a more effective way. Therefore, there are three aspects to the role of those teachers: Supporting the child, supporting the teacher/whole class/other children and supporting the school and its culture (Marilyn, 2010; handbook of SNA, 2010).

According to ministry of education (2012), Itinerant teacher also provides counseling service for regular teachers, Learners with special educational needs, and parents. The services that provides include; implementing the child's individual educational plan, assessing the child's educational needs, collaborating with the satellite and neighboring school directors and teachers, coordinating the child's educational goals with other providers and therapists, participating in the core team activities, assists teachers in identifying and assessing students' individual learning abilities and also assist with the preparation of materials, equipment such as audio and video equipment, and strategies to enhance the learning for students with special needs;

In addition, provides technical and professional assistance to the school management in the preparation of plan and budget to implement SNE/IE strategy at the school level; provides technical and professional support to facilitators and adults with disabilities in nearby adult education centers; provides professional support and training to regular class teachers to use innovative instructional strategies, environmental barriers, co-teaches in the classroom when necessary and gives additional support to individual or group of learners who encounter serious learning difficulties by taking them to resource center; works in close collaboration with the IEP team plans; works in collaboration with the school management in awareness raising activities and works in collaboration with CBR service providers in the nearby resource centers (MOE, 2012; ESNEPA, September 2016). Some responsibilities and functions of itinerant teacher;

- Support satellite schools directors in preparing long and short term plans and budgets for each cluster school inclusive education
- Implement any programs and supportive programs with in educational schools
- Plan the provision of inclusive education in the school, human resource management, supportive material/input and plan to build inclusive education

- In collaboration with health centers, search ways of obtaining child health care, medical examination and other special supports
- Identify and analyze environmental obstacles and based on the result he/she designs ways of provision of support for students
- Support students with special needs in obtaining required educational materials and useful technologies by identifying their needs
- Give support for primary school teachers to use and implement seasonal/timely learning methods such as through game, cooperative learning, student centered learning, pre-support and others
- By giving awareness creation training for teachers and administrators of the school about ways of implementing inclusive education in improving programs and teachers continuity professional improvement program, he/she ensure the appropriateness of the content and deliberation the education by the subject teacher
- In general ensure the implementation of special needs/inclusive education strategy and implementation manuals/procedures and also report about the implementation of the work for the concerned bodies.

2.3.3 Resource Center facilitator

Resource center is a pedagogical center which is equipped with specific materials and assistive devices as well as staffed with professionals to give support to LWSEN, teachers and neighboring schools. Special needs education can serve as a resource centers facilitator that helps involved in offering professional assistance to teachers, school staff, parents and individual students. They are equally tasked with providing appropriate assistive devices, educational

materials and aids, etc. to LSEs in collaboration with itinerant teachers, psychologists, Braille trainers, sign language interpreters (MOE, 2012).

Resource center helps SWSN to access different materials, teaching aids, laboratories, playing material etc. resource center facilitator have different tasks; participate as a member of the IEP team and conduct an assessment to determine students' level of academic performance; implement the recommendations as stated in the IEP; assist, accept and complete work assignments as given by administrators; conduct periodic and annual reviews of students' academic progress in resource center; develop individual educational plan for students and also promote inclusive education by collaborating with subject teachers to implement the IEP in resource rooms (MOE, 2012).

2.3.4 Braille Contraction Teacher

Special needs education graduates can serve as a Braille reading and writing teacher for people with visual impairment, Braille contraction teacher for students in special need education departments as a course; provides Braille reading and writing training to Blind students in the clusters and satellite schools; gives Braille reading and writing training to teachers in inclusive schools; organizes Braille reading and writing training to parents of Blind students; offers mobility and orientation training for people with visual impairment and Serves as an assistant for regular teacher in school (MOE, 2012).

2.3.5 Sign Language Interpreter

Sign language training has been initiated at BA level at AAU under the linguistics department. Before starting this department, special needs education graduates serve as an

interpreter in different institutions like universities, colleges, deaf center, in primary school and in different setting that needs their proficiency. In addition to this, provides sign language skill to Deaf students in clusters and satellite schools; gives sign language training to teachers in inclusive and special schools; gives sign language training to parents of deaf students; offers interpretation services for parents, school management and regular class teachers when necessary and Serves as assistant for regular teacher with minimal load (MOE, 2012).

2.3.6 Rehabilitation and Vocational counselors

Special needs education graduates can serve as rehabilitation and vocational counselor to help people deal with the personal, social, and vocational effects of a variety of disabilities. They evaluate the strengths and limitations of the individuals, provide personal and vocational counseling, and arrange for medical care, vocational training, and job placement. Rehabilitation counselors interview both individuals with disabilities and their families, evaluate school and medical reports, and confer with physicians, psychologists, occupational therapists, and employers to determine the capabilities and skills of the individual. They develop rehabilitation programs by conferring with clients; these programs often include training to help clients develop job skills. Rehabilitation counselors also work toward increasing the client's capacity to live independently (CEC, 2016; Smith and Luckasson, 2010).

Vocational counselors also called employment or career counselors, provide mainly career counseling outside the school setting. Their chief focus is helping individuals with career decisions. Vocational counselors explore and evaluate a person's education, training, work history, interests, skills, and personality traits. They may arrange for aptitude and achievement tests to help the individual make career decisions. They also work with individuals to develop

their job-search skills and assist them in locating and applying for jobs. In addition, career counselors provide support to people experiencing job loss, job stress, or other career transition issues. In addition vocational counselors are often members of the transition planning teams for students with disabilities, providing school personnel and families with information and support for transition plans (CEC, 2016; MOE, 2012).

2.3.7 The overall Roles and Responsibility of Special Needs Education Graduates

After graduation special needs education graduates are expected to exercises the following roles and responsibilities (MOE, 2012; SNE graduate profile, 2016; ESNEPA, September 2016).

- Design, manage and evaluate projects and educational programs related to special needs and inclusive education
- Design curriculum in the field of special needs and inclusive education and disability issues
- Render counseling and rehabilitation services for children with special needs and their parents/ caregivers and the local society at large
- Facilitate and realize inclusive education at schools and local society
- Collaborate with other departments within the ministry and other organizations in the community to improve the quality of special needs education programs and services provided to students and their families;
- Empower regular teachers to use alternative and supportive teaching approaches and improve quality of learning of all children
- Conduct problem solving research and development projects in the field of special needs and inclusive education

- Serve as special needs and inclusive education curriculum experts, educational advisors, and officers at various levels of the education system
- Collaborate with families, colleagues and the community to improve support programs and services for persons with special needs
- Adapt, modify, select and use appropriate assistive and adaptive technology and make use of local resources to enrich students learning
- Coordinate, manage and monitor special needs and inclusive education program at inclusive schools, resource centers and community based programs
- Collect, organize and analyze data pertaining to disability for policy making, planning and implementing inclusive education, community based rehabilitation programs, and family based intervention programs
- Prepare manuals for practitioners working with children with special educational needs in different settings
- Organize and run workshops, seminars and other training programs in inclusive education and rehabilitation
- Conduct surveys to evaluate the quality of special education programs and services delivered and conduct surveys to determine the personnel needs for the zone, and assist the director of special needs education and human resources departments with the recruitment process
- Serve as a social worker in community in providing support for vulnerable and at-risk children and individuals with HIV/AIDS and other psychosocial crises.

2.4 The Involvement of Organizations Working on Disability to Employ SNE Graduates

Special needs graduates can serve in different governmental and non-governmental organizations in which organizations that work related with disability issues to help people with special needs. For instance organizations that work on development and overall welfare of people with disability, working with children's with disability and their family members to improve their livelihood by creating conducive environment through educational capacity building, psychological support, skill development and income generating activities (SNE graduate profile, 2016).

In addition organizations that work on empowering deaf youth and adults, empower people with disability through the implementations of programs such as disability prevention, rehabilitation and inclusion. And also organizations that works on physical disability, helping impoverished, families and orphaned and underprivileged children, working on providing center base physiotherapy services, conduct awareness creation programs through the general community and for the PWD and for their families as well and providing counseling and guidance services (MOE, 2012; SNE Graduate Profile, 2016).

2.5 Challenges of SNE Graduates in Seeking Job and Job Placement

The primary challenge of Graduates that face in job market is absence of experience. Mostly many employers ask experiences and need skilled man power and also usually job vacancies requests 2 year and above 2 years experience. The mismatch of education and training skills with the requirements of the labor market is challenges of job seekers, being new to the work environment in which lack the experience demanded by employers and limited formal work experience and a lack of job-related skills. The experience leaves a permanent imprint on

both individual life outcomes and on national development trajectories. And also young people who have difficulty in their early integration into the world of work suffer lifelong scarring effects that diminish their resiliency and ability to thrive in a dynamic and demanding labor market (Zelalem, 2014).

In addition the mismatch between increasing number of job seeking graduates and low number of privates and public institution. For instance in a single job vacancy above 1000 applicants may be registered, from those, two or three are selected by written and oral exam assessment. So it is difficult challenge and creates depression as well as hopelessness on job seekers.

Different empirical researches identified various structural and personal causes of unemployment. For instance, economic gloominess, discrimination on the basis of age, sex, ethnicity, health, family economic status, inadequate information and counseling, divergence between their skills and demands of labor markets, less access to resources and services, and attitudes towards jobs. In another side, lack of information, networks and connections among youth, especially youth from families lacking significant social capital are also additional challenges. Many young people lack knowledge of what the world of work is actually like, and have not given careful thought to their own potential career choices (Goldin & Hobson, 2015; Zelalem, 2014).

As a consequence of these factors, many young people face significant obstacles to obtaining decent work and thriving in their first jobs. In addition, in difficult economic times, young people are often the first to be laid off, making it still harder for them to consistently build

their skills and experience. Consequently many young people end up facing extended periods of unemployment, or significant under-employment in jobs that fail to offer career opportunities.

2.6 Factors that Facilitate the Employment of SNE Graduates

Each generation has a positive responsibility to take affirmative steps to prepare the next generation for successful economic participation. Employers' response to the youth employment challenge should be shaped by their own responsible self-interest in ensuring their firms' long-term growth and innovation, and in securing their access to talent for emerging and future economic needs.

Employers can partner with schools to improve the quality and delivery of career services for young people at a time when they are making important decisions about their future. One of the simplest and most direct things that employers can do is to partner with schools and vocational institutions to increase young people's exposure to the world of work. Employers can also use their influence to encourage schools to adopt courses that help young people navigate the job-search process and build key soft-skills relevant to the workplace. They can advise on the importance of these programs in contributing to the success of entry-level workers, consult on the selection of rotten the shelf curricula, and assist in the design of new curriculum content (Goldin & Hobson, 2015).

According to Goldin & Hobson, 2015), Employers can also help expand opportunities for youth, and increase their own access to qualified recruits, by identifying and participating in training-to-employment initiatives undertaken by governments, educators, and NGO's. In addition, internet, mobile devices, and social networking technology provides young people with more transparent access to labor market information while it maximizes the recruitment reach of

employers. Employers have an opportunity to reach beyond the job-board model while still working proactively with emerging job information services and platforms popular with youth, such as mobile phones/texting and smart phone-based applications, in order to connect with young people more efficiently. By using these channels and transparently specifying the qualifications required for their positions, employers can help youth gain an understanding of the jobs available in the local economy, the avenues for pursuing those jobs, and the skills and experience necessary for obtaining them.

CHAPTER THREE

3 RESEARCH METHODS

The intention of this study was to investigate the employment profile of special needs education graduates in Bahirdar Town. This chapter explains the methods that were used to carry out this study. It focused on; research design, location of the study, target population and sample size, research instruments, pilot test, data collection techniques, data analysis and finally the ethical considerations in the study.

3.1 Research Design

This research employed a mixed methods approach. It comprises both quantitative and qualitative design for triangulation purpose (Anthony & Julie, 2011). It helps to better understanding of the situation and so as to give a comprehensive interpretation of the matter. The design that employed was a descriptive survey (provides a quantitative or numeric description about the situation) and use to gather ample amount of comprehensive data from various places. Qualitative approach gives as a clear grasp of what is presented by the quantitative data and use to fully understand and describe the situation from the perspective of respondents.

2.5 Participant and Population of the Study

The researcher has found a total population of 30 special needs education graduates who are working in Bahirdar Town. The lists of them are obtained from regional education bureau, Bahirdar university Peda campus, NGOs, and other sectors. The main study was mostly conducted in regular and special schools, rehabilitation centers, educational bureaus, and NGOs. Along this, special needs education coordinators and NGOs' managers of KCSN, CF-AL, CBRC, GCF, FNMI, HAP, and SNE department head in Bahirdar University are part of the

study. In general, the participants of the study are 30 special needs education graduates for questionnaire, 3 special needs education coordinators, 6 managers, 1 department head of special needs at Bahirdar University and 5 special needs education graduates for interview that selected from total population.

2.6 Sampling Technique

The numbers of special needs education graduates in Bahirdar town are 30. In view of that, the researcher took all the available population as a sample of the study. According to Krejcie & Morgan (1970); Trachoma (2006) when the number of population is minimum like 30, it is possible to take 28 and above as a sample. On the other hand, for the purpose of interview the research employed purposive sampling technique. In this regard, purposive sampling technique was used to select special needs education graduates from total populations, managers of organizations, coordinator of special needs education, and department head of special needs at Bahirdar University for interview. Since their day to day activities, experience and proximity to the issue under study are very important.

3.4 Data collection Instrument

For the purpose of this study, questionnaires and interviews were used as an instrument of data collection.

3.4.1 Questionnaires

Questionnaires include of close and open ended questions were distributed for special needs education graduates. The questionnaires asked information from the respondents about their demographic data, their current placement in the work place, their roles and responsibility and their organization. The questionnaire had three parts. The first part was demographic

characteristics of the respondents which include gender, age, year of experiences, monthly salary, organization and position in the organization. The second part was the main body which includes each research question like placement and role of special needs education graduates, challenges that face special needs education graduates and other related questions. The third part incorporates open ended questions, which focused on questions that need some explanation that deals with the challenges that face special needs education graduates and its possible solutions.

3.4.2 Interview Guide

From various interviews guide categories, semi-structured interview was used to collect information from special needs education graduates and coordinators of special needs education who were selected from different sectors. Interview guide was developed for coordinator of special needs education and manager of organizations regarding placement, roles and responsibilities of special needs education graduates. In addition, job opportunity about organizations that employ special needs education graduates; about what has been done and what has been planned to help special needs education graduates were interviewed. Special needs education graduates were asked about their sectors and placement, about their challenges that face in job seeking and their roles and responsibilities in organizations.

3.5 Pilot Study

Before distributing the questionnaires for the main study, the researcher conducted a pilot test in Addis Ababa in selected 5 special needs education graduates, who are working in different sectors. Those participants were not included in the sample rather so as to check whether the questionnaire is appropriate for the collection of the required data. This enabled the researcher to improve the feasibility and clarity of the questionnaire, hence, its purpose was to find out

ambiguities, omissions or misunderstand in the instrument. Having administered the instrument, those pilot participants were asked for feedback and comments. Hence unclear items have been modified according to the feedback that getting from pilot test participants, it helps to minimize items ambiguity. Finally, including the feedbacks and comments, the instrument was reassessed and certain slight modifications were made in the wording and sequence. This was very effective for determining the reliability and validity (measuring the accuracy and consistency of research instruments) of the assessment tool.

3.5 Data Collection Procedure

After finalizing the preparation of the necessary tools of data collection and piloting the instrument, the researcher has got approval and consent from the adviser in order to collect data. After this step, the questionnaires were distributed, after giving an explanation on the objectives of the study and on how the questionnaires need to be filled. The researcher wants to address the questionnaires for special needs education graduates who were filled by the respondent in their work site or offices. Then collected and arranged the questionnaires based on the research objective.

The necessary arrangements were made so as to interview the respondents and usually interview was conducted face-to-face and involve one interviewer and one respondent (Louis, Lawrence & Keith, 2000). The interview was conducted in a different setting which is appropriate and safe for the respondents. I interviewed organization managers, special needs education graduates, special need department head, and special need coordinators with the minimal of 40 minute with each respondents. Hence, all interviewees were interviewed by only the researcher. Documenting the interview consisted of making tape recordings, writing field notes, and later expanding those notes.

3.7 Method of data Analysis

Both quantitative and qualitative data analyses techniques were employed. As to the quantitative data, descriptive statistics were used. The data collected through a structured questionnaire were entered into SPSS software and recorded under the unique codes of each participant. Several of the scale response questions were recorded for simplifying the analysis of results. Some open-ended questions were classified by themes and coded in numbers, after that inserted in SPSS. Finally, presented in tables and analyzed through percentage and descriptive statement. The items were classified in to different tables according to similarities of issues in the questionnaire. Having classified them, it was analyzed and interpreted accordingly.

To analyze the qualitative data, thematic analysis technique were employed. Initially I organized and prepared the data for analysis. It involved transcribing interviews, typing audio notes and information gathered from field notes was sorted by arranging the data in to different types depending on the nature of the information. After this, reading all the data so as to obtain the general sense of information. But the interview data did not enter in SPSS rather analyzed by thematically and insert in quantitative data based on research question. To Blending up, integration was used; it consists of combining the qualitative data in the form of texts with the quantitative data in the form of numeric information. This integration can be achieved by reporting results together in a discussion section of a study, such as reporting first the quantitative statistical results followed by qualitative quotes or themes that support or refute the quantitative results (Creswell & Plano Clark, 2007). Lastly, the findings were compared with the information obtains from the theories literatures and discusses with findings.

3.8 Ethical Consideration

Before the study, the researcher gained official permission from the concerned body at Bahirdar education office and schools to undertake the research. Before I start under taking the study, I asked the participants' willingness to participate in the study by informing them about its nature & purpose as the study cannot be conducted without the consensus of the participant. They were also informed about their right to withdraw from the study if they feel discomfort. In addition to this, the information obtained from the participants should be confidential and shall be used only for research purpose.

CHAPTER FOUR

4. FINDINGS

This chapter deals with the results of quantitative and qualitative data gathered from special needs education graduates, organization managers and Amhara region special needs supervisor through questionnaires and interview. It has been divided into six parts. In The first part, the study, discussed the general demographic characteristics of respondents; the second part dealt with job placements of special needs education graduates; the third part discussed the roles of special needs education graduates; the fourth part dealt with the involvement of organizations working on disability to employing special needs education graduates; the fifth part presented the challenges of special needs education graduates and the sixth part illustrated perceived solutions to address the problem in employment and job opportunities for special needs education graduates.

4.1 Demographic Characteristics of the Respondents

The general demographic characteristics of respondents like sex, age, year of graduation, organization and work experience of respondents are depicted in the table below.

Table 1: Demographic Characteristic of the Respondents

No	Character	Frequencies N=30	Percent %	
1	Gender	Female	21	70
		Male	9	30
		Total	30	100
2	Age	20-24	7	23.3
		25-29	15	50.0

		30-35	4	13.3
		>35	4	13.3
		Total	30	99.9
4	Year of Graduation	2001-2003	4	13.3
		2004-2006	10	33.3
		2007-2008	16	53.3
		Total	30	99.9
5	Organizations that you work	University	4	13.3
		School	11	36.7
		Education office	5	16.7
		Other sector	6	20.0
		NGO	4	13.3
		Total	30	100.0
6	Year of experience	2 month -2 year	16	53.3
		3-5 year	14	46.7
		Total	30	100.0

As indicated in table 1, 21 (70%) of the respondents were females and the remaining 9 (30%) were males which implied the majority professionals were females. With regard to their age, the majority 15 (50%) of the respondents were between the age ranges of 25-29 which implied they joined higher education directly from preparatory school assigned by the ministry of education for regular degree programs. 7 (23%) of the respondent were in the age category of between 20 up to 24 which implied they are stayed (0-2) years in the work place. The rest 8 (13%) age groups were above 30 which showed those professionals joined higher education from diploma to regular degree programs assigned by the Ministry of Education and by different

sponsorships. Generally, 22 (73.3%) respondents are directly joined from preparatory school to higher education and the rest 7 (23.3%) are joined from diploma to degree programs.

Regarding year of graduation, majority 26 (86.3%) of the respondent graduated between the years 2004-2008 E.C which implied most of universities opened the program between those year ranges. The rest 4 (13.3%) of respondents are graduated within 2001-2004 E.C, which indicates only some universities were opened and trained students in special needs education in the early years. Hence, before 8 years ago, universities did not open special needs education department and did not start providing special needs education in the first degree level.

As indicated in the above table, the work place (organizations) of respondents were 20 (76.7%) worked in education sector; 5 (16.7%) in civil services, 11 (36.7%) in school and 4 (13.3%) in university. the rest 4 (13.3%) were placed in NGOs and 6 (20.0%) were worked in other governmental sectors. This refers in education sector special needs education graduates were more appointed and implemented special needs programs than other NGOs and other governmental sectors. Regarding their experiences, most of the respondents 16 (53.3%) have a service from zero (0) up to two (2) year. whereas the rest 14 (46.3%) respondents have within 3-5 years experiences.

4.2 Job Placements of Special Needs Education Graduates

In the table below, special needs education graduates job placements issues and concepts were explained with the perspective of respondents.

Table 2: Job Placements of Special Needs Education Graduates

No	Character		Frequency N= 30	Percent %
1	length of time in searching job	0-9 month	22	73.4
		1-2 year	8	26.6
		Total	30	100.0
2	In what ways that you got the placement?	by MOE	9	30
		by university	4	13.3
		By finding job	14	46.7
		By civil services	3	10
		Total	30	100.0
3	Are you interested in job placement?	Yes	13	43.3
		No	17	56.7
		Total	30	100.0
4	if you say 'no' for above question what are the reason	Facilitates like salary problem	5	16.7
		Teaching grade1-4	4	13.3
		Not related to my field of study	5	16.7
		My payment is by diploma level	3	10.0
		Total	17	56.7
5	Your work is related with your field of study	Yes	14	46.3
		No	16	53.7
		Total	30	100.0
6	if you respond 'no' what are the reason	Teaching Amharic & other subjects	10	33.3
		Working on office and kebele	6	20.0
		Total	16	53.7

As indicated in the above table, majority of the respondents 22 (73.4%) passes 1 month up to 9 month in searching a job and the rest 8 (26.6%) of respondents devoted 1 year up to 2 years. The implication is there is not enough job opportunity for special need education graduates and this is also substantiated by the result of the qualitative part. Regarding the ways that got the placement, the majority 14 (46.7%) of the respondent got through finding job, 9 (30.0%) of the respondent got placement by ministry of education, 4 (13.3%) of the respondent got placement by universities and the rest 3 (13.3%) of the respondent get the placement through civil services.

After placement 13 (43.3%) of the respondents stated that they were interested in the placement whereas the rest 17 (56.7%) of the respondent did not show interest in their position. The following are reasons that the respondents mentioned as to why they were not interested in their placement; 4 (20%) of the respondents wanted to be special needs expert but became a teacher in grade one up to four, 5 (13.3%) responded that their job is not related with their field of study and the rest 8 (13.3%) of respondents mentioned salary as a reason.

Regarding the field of study, the respondents 14 (46.3%) stated that almost their job is related to their educational background even though the necessary requirements are not fulfilled. The rest 16 (53.7%) of the respondents stated that their job is not related to their educational background. As a reason they mentioned that, 10 (33.3%) of the respondent stated “I am a teacher of Amharic & other subjects” and the rest 6 (20.0%) responded “I am working on office and kebele”. In general respondents mentioned that they are practicing as teacher and kebele administrator even though they are supposed to practice as special need expert.

The interview data also showed that, most of the time special needs education graduates placed in schools that teach children with special needs and teachers for other subjects. No one

special needs education graduates, in sub-cities, in woredas and in NGOs (works related with disability issue) to care of special needs programs and to follow up the implementations of strategies. Rather special needs education graduates usually they counted as a teacher.

4.3 The Roles of Special Needs Education graduates

Table 3: Roles of special needs education graduates

No	Character	Frequency N=30	Percent	
1	Do you have a position in your organization	Yes	19	66.7
		No	11	33.3
		Total	30	100.0
2	If you say 'yes', what kind of position	Teacher	13	43.3
		SNE expert	1	3.3
		Resource center facilitator	5	16.3
		Total	19	66.7
3	What is your role in your organization	Braille teacher	2	6.7
		Sign-language interpreter	4	13.3
		SNE university instructor	4	13.3
		Itinerant teacher	3	10
		Data collector	1	3.3
		Teacher of PWID	5	16.7
		Other	11	33.3
		Total	30	100.0
4	Does your education help you in executing your organizational responsibility	Yes	18	60.0
		No	12	40.0
		Total	30	100.0
5	For question number '12' if you say no, why	Doesn't work by my field Of study	4	13.3
		Lack of skills	8	26.7

		Total	12	40.0
6	Do you believe that “I am in the right position in my organization	Yes I am on the right	14	46.7
		No	16	53.3
		Total	30	100.0
7	Do you get any facilitates that helps for better implementation of your role in work site	Yes, I have got	19	63.3
		No I haven't got	11	36.7
		Total	30	100.0
8	Do you get any training related with your work after placement?	Yes	19	63.3
		No	11	36.7
		Total	30	100.0
9	If you say yes, what type of training do you get?	Sign language & Braille training	9	30.0
		Different teaching methods	6	20.0
		Other skills	4	13.3
		Total	19	63.3
10	do you get any benefits from the training related with your work	Aware about different skills	9	30.0
		Aware about teaching methods of PWSN	6	20.0
		Other	4	13.3
		Total	19	63.3
11	Does any kind of people with disability asks your support in work places	Yes	18	60.0
		No	12	40.0
		Total	30	100.0

According to table 3, the majority respondents have a position in which 13 (43.3%) were teachers, 1(3.3%) is special needs experts in sub-city, 5 (16.7%) were resource center facilitators and the rest 11 (36.7%) had no position in their organization. Regarding the roles of special needs education graduates; 3 (10.0%) were itinerant teacher, 2(6.7%) were Braille teacher, 4

(13.3%) were sign language interpreter for the deaf, 4 (13.3%) were teachers for special needs education trainers in university for a degree program. And also 1(3.3%) was data collector in save the children project which implies special needs education graduates can work in related work like data collector.

The other 5 (16.7%) of the respondent were teachers of students with intellectual disability in special class. From those teacher, one of the teacher said that when she inter in to class for the first months, she has been frustrated so mach but after some months she handles it and become satisfied by her job more and more, though the attitude of societies and school comminutes were difficult. The rest 11 (33.3%) have other unrelated roles like 1 up to 4 Amharic teachers, environmental teachers, in kebele administration given roles and in human resource offices.

Interview data also support,

We special needs education graduates compute on a vacancy that invites every field or a vacancy which does not specify a field of study that was why was in position which is different from our field of study.

Almost more than half 18 (60.0%) of the respondent said that our education help to execute our organizational responsibility. The rest 12 (40.0%) responds our education does not help to execute our organizational responsibility, due to lack of skill like sign language and Braille constriction and also doesn't work in our field of study. Regarding their position 14 (46.7%) respondents think that in some existent they are in the right position in their organizations, the rest 16 (53.3%) of the respondent said that, 'when we train with special need educations, we

have never imagined working in this position; rather we were thinking to serve as a special needs expert’.

Interview result also support that,

when we were a student, the whole teachers told us that after the completion of your education, you are a special needs expert so, not only we, the whole class memorized the word ‘Expert’. After graduation the thing that imagined was being reversed in real conditions, i.e. the reality is so much different.

In the above table 3 quantitative data shows that, 11 (36.7%) of the respondent haven’t got any facilities that helps for better implementation of their roles. The majority 19 (63.3%) responds they have got facilities that help for better implementation of their role in the work site. From those facilities, training is the one, 19 (63.3%) of the respondent were gain training related with their work, like Sign language & Braille training as well as different teaching methods which helps to aware about different skills and teaching methods of students with Special needs like Montessori teaching methods, Sign language & Braille skills, computer skill and also other teaching methods. The rest 11 (36.7%) are responded they have not got any kind of training related to their work.

Generally the above quantitative data implied that the majority special needs educators got facilities and training to upgrade their skills. This idea supported by interview results; most of the interviewees said that, in Bahirdar town different workshops, trainings, awareness creation programs were prepared that discuss about special needs issues and the related idea, which organized by education sectors, NGOs and universities and also this program are very important and gets a vital outcome.

The majority 18 (60.0%) of the respondents help persons who needs their expertise through various methods like hearing test and fitting hearing aid, awareness training to their friends and their families; by using Montessori teaching method, they teaches student with intellectual disabilities; providing wheelchair, interpret for deaf and their family, Braille construction (reading and writing) for students with visual impairment and interpret in court, The rest 9 (40.0%) respondents replied the reverse from the above idea. Generally speaking all special needs education graduates can't support peoples that needs of their expertise, however the majority special needs education graduates can help others in need of their help.

4.4 The Involvement of Organizations Working on Disability in Employing Special Needs Education Graduates

This section presents results on the question “Are organizations working on disability really employing special needs education graduates?” from the data collected through interview with organizations managers. There are 6 non-governmental organizations in Bahirdar town which are involved in helping special needs. The name of these organizations is summarized as follows.

Table 4: Background Information of Organization

No	Organizations	Coding
1	Kal Center For Special Needs Education	M1
2	Community Based Rehabilitation	M2
3	Hidden Ability Project	M3

4	Forgotten No More, Inclusion	M4
5	Grace Center Foundation	M5
6	Cheshire Foundation Action For Inclusion	M6

As indicated in the above table, there are various kinds of organizations in Bahirdar town with different predisposition which are involved in helping out people with special needs. They also provide a suitable environment for PWSN so as to achieve the highest of their capabilities as any other citizen; they have built schools and also have provided strong emotional and structural support for people with special needs.

The aforesaid organizations are working to support children with special needs. However, there are no graduates of special needs education employed in these organizations. Rather, the gap is filled by other professionals who have no special needs education background. The reason forwarded by these organizations is that work related to special needs education is performed by others who are given short term training. It is argued that the training will enable them to managing their work. Due to this reason, the majority of organizations don't employ special needs education graduates.

In this regard M4 said that,

We haven't yet had any employee with special needs education, however, we encourage our staff members to attend any training programs available to help them to be better at their job and increase their efficiency as well. And even we have no

awareness about what kinds of position is assigned for special needs education graduates and there is no open post for graduates in this field.

Likewise, M2 also noted the absence of employed special needs education graduates in the organization. According to him, the staff is mainly a composition of physiotherapists, guidance and counseling professionals, and social workers. Despite the nonexistence of special needs education graduates in the organization, M2 said that the organization gave 3 month training for its staff members about special needs education concepts.

From this it can be argued that there is no available position and vacancy for graduates of special needs education in the above mentioned organizations. But there are several positions that require graduate of special needs education. The implication of this is that those employed professionals outside of special needs education may not properly help people with special needs because they lack the theory and practice of special needs education.

In addition, M3 said that due to our lack of awareness of such graduates we haven't employed any personnel with a degree in special needs education and we just give trainings for other professionals to compensate for the lacking skills. M6 also said that, "in our organization there is no employed special needs education graduates rather the faculty consists of people with related fields and the organization also most often conduct training programs for the employees about special needs education concepts."

M5 also said that, we have not special needs education graduates rather we compensate our skill by training. The reason we hadn't yet hired any personnel who had a degree in this field is that we didn't have any knowledge of special needs education but despite this fact we are

striving towards creating a bigger and a more inclusive staff in which we may include personnel who have graduated from this field.”

On the other hand, the job guideline in some organization doesn't allow them to employ graduates of special needs education. Nevertheless, they acknowledge the importance of employing them in their organization. This is particularly true in organizations related to the rehabilitation center. In this regard, M2 said that,

although there is a need for special needs education graduates in our organization we were convinced not to hire them as there is no indication that it was necessary for any rehabilitation center to hire a professional in the field according to the provided guideline in building a rehabilitation center and that's why we don't have any of these professionals.

In exception, there is an organization that employed special needs education graduates. The organization is supporting children with special needs through employing special needs education graduates and thus it can be regarded as a model for other organizations. In this regard M1 said that,

Our staff includes four personnel with a bachelor degree in special needs education graduates and the rest of the staff include personnel who graduated with a diploma in special needs education and other related fields. Besides this we would like to make clear that our team only consists of graduates of special needs education.

Nevertheless, the organization has faced problems in employing special needs education graduates largely due to lack of required skill such as sign language. This minimized the

employment opportunity of special needs education graduates in the organization. M1 further explains that,

There are plenty of challenges in the hiring process of graduates in special needs education who qualify to work at this organization and the biggest challenge of all is that most applicants have little or no knowledge of sign language. This is a big problem for us; my conscious won't let watch as my employee man handles deaf children when they are unable to communicate due to their lack of sign language skills.

M1 concluded that,

I have seen the special needs education program since its commencement and I would like to say there has been promising progress over the years; however, I would also like to say there is a long road ahead of us and we should work harder and fulfill the country's need for special needs education. In addition to this the government and other concerned bodies should also make efforts to yield achievements on this matter.

In general, it is possible to conclude that there is little employment opportunity for graduates of special needs education in the above mentioned organizations. Some of them have already employed special needs education graduates. While other organizations have no special needs education employee at all. The data show that the gap is filled by other professionals by giving them training on concepts of special needs education. Thus, data gathered through interview show that most organizations professional have no special needs education background. Therefore, rather than giving them a short term training on special needs education

and giving additional task, it is more preferable to employee special needs education graduates who had a 3 year experiences and extensive training in the field.

4.5 The Challenges that Special Needs Education Graduates Face While Seeking Job and Job Placement

Table 5: The Challenges that Special Needs Education Graduates Face While Seeking Job and Job Placement

No	Character		Frequency N=30	Percent
1	Do you have faced any difficulty related with job seeking?	Yes	26	86.7
		No	4	13.3
		Total	30	100.0
2	If you respond 'no' what are there?	Absence of job vacancy	16	53.3
		Salary related problem	7	23.7
		Lack of clear job description in d/f offices	3	10.0
		Total	26	86.7
2	Do you face any problem related with job placement?	Yes	19	63.3
		No	11	36.7
		Total	30	100.0
3	if you respond yes, what are the problems	Attitude of society and employers view	6	20.0
		I have a degree but the payment is given by diploma level	3	10.0
		Little concern for special need education and for those graduates	6	20.0
		There is no roles for special need education graduates that settled by	4	13.3

		stack holder		
		Total	19	63.3
4	Have you ever face any obstacle hindering the best fulfillment of your work?	Yes	17	56.7
		No	13	43.3
		Total	30	100.0
5	If you say 'yes', could you list out the obstacles	range of severity to help CWID	4	13.3
		Lack of awareness about SNE in school and the society	6	20.0
		Lack of clear job manual in school	4	13.3
		Lack of enough facility	3	10.0
		Total	17	56.7

As indicated in table 5, the majority participant 26 (86.7%) have faced difficulty during the time of job seeking. From those difficulties, 16 (53.3%) responds that during the time of job seeking they faced absence of job vacancy related to special needs education fields. 7 (23.7%) stated that they have faced salary related problem, the rest 3 (10.0%) faced lack of clear job description. The rest 4 (13.3%) of the respondent have not faced difficulties related to job searching. Generally, it implies that special needs education graduates are faced absence of job vacancy, salary related problem and lack of clear job descriptions in different offices.

Based on the interview data, special needs education graduates often times face difficulties. First and foremost the lack of a complete job description for the graduates. The other is the problem in the employing institution which they aren't optimistic to employ special needs education graduates in which they don't know what exactly the graduates can do. The other main reason is also lack of awareness about the field and positions to be given to special needs

education graduates are covered by other graduates, means that some colleges give out as day training program to others who have graduated from a similar field such as Sociology, social work, psychology, counsel and other. And also lack of experience is oftentimes a predicament as to which graduates aren't being hired. This can cause friction in the job search for special needs education graduates.

In addition the SNE head described,

In work placement, there is confusion and misunderstanding of employing organization in the degree certificate, that states Special Needs and inclusive education; the 'Inclusive' part of the statement which was a recent addition, often confuses hiring bodies and they demand to see a letter from the university which give the degree clearing up the situation.

As indicated in the table above, 11 (36.7%) did not face any problem related to job placement which implies their placement was made by the Ministry of Education and universities. 19 (63.3%) of respondents faced problems related to job placement; from those problem, 6 (20.0%) of the respondent are faced attitude of society and employers, 3 (10.0%) of the respondents are faced 'they have a degree but the payment is given by diploma level', 6 (20.0%) are faced 'little concern for special needs education and those graduates' and the rest 4 (13.3%) are faced 'there is no roles for special needs education graduates that settled by stakeholders'.

Interview result also supported, one of the special needs education graduates explains that,

I have a degree but the salary I earned is at diploma level, little concern is given for special needs education and its graduates and also there are no agreed roles set for special need education graduates by concerned stakeholders.

According to table 5, the majority 17 (56.7%) of the respondents faced obstacle that hinder the best fulfillment of their work. The rest 13 (43.3%) responds have not ever faced obstacles that hinder the best fulfillment of their work. From the obstacles; the severity level of Intellectual disability of children, lack of awareness about special needs education and graduates of this field in the school and the society, lack of clear job manual in school and lack of enough facilities and motivation rewards (for example, salary increment). Interview results also show that,

While all teachers have received salary increments benefits, they jumps us and we were the only one who did not get a salary increment. When we ask the reasons they replied that you are not a subject teacher rather you count as an expert. We have made more than four month struggles and we received the benefit.

According to the interviews and questionnaires result, another problems that related with job opportunities and job placement of special needs education graduates is that, as we know there are different universities that provide special needs education but oftentimes those universities do not supervise their students' progress and employment status; this is unwise given that most graduates of special needs education are suffering trying to get a job related to their field. In addition to these universities did not consider regional demand as a result there is a mismatch between the number of graduates and job opportunities.

4.6 Perceived Solutions to Address the Problems in Employment and Job Opportunity for SNE Graduates

This part presents integrated qualitative data with quantitative data gathered by using questionnaires and interviews regarding the perspective of special needs education graduates, organization managers and special need supervisor of Amhara region. Almost all respondents set solutions for their challenges and their problems during job placement especially for new graduates.

Table 6: Perceived Solutions to Address the Problems in Employment and Job Opportunity for SNE Graduates

No	Character		Frequency N=30	Percent
1	In job market, do you observe job vacancies for SNE graduates	Yes	3	10.0
		No	27	90.0
		Total	30	100.0
2	Do you have any suggestion to minimize the problem related with job opportunity for special needs graduates?	Yes	28	93.3
		No	2	6.7
		Total	30	100.0

According to the above table 6, the minority 3 (10.0%) of respondent give answers saying that “I see vacancy announcements, but almost the vacancy that stated in notice board are for diplomas and in some existent for degree graduates. The majority of respondents 27 (90.0%) stated that in job market they did not observe vacancy announcements for special needs

education graduates. Almost all interviewees have the same idea on this issue. Some of the respondent replied that,

In Bahirdar city we special needs education graduate that are graduated from different universities serve relatively within one year up to 8 years. Within those years alive, we repeatedly visited notice boards in Bahirdar city, near to Giworgis church, nearest to grand resort and police commission. But really sorry no one vacancies and we did not see any kind of notices that requires special needs education graduates.

In addition to the above idea, one of the interviewees explained that,

The vacancy board across the city did not aware of our field and I personally have never seen a job with degree requirement in any hiring organization and this fact always makes me frustrate about our future and oftentimes makes me hate the fact that I graduated in this field. But despite all this, after a while, I am able to find a job. However, many of the students who have graduated with me in 2007 E.c haven't yet found any job. So this implied that many special needs education graduates face difficulties to find a proper job.

Table 6 showed that, almost all 28 (93.3%) of the respondents have suggestion to minimize the problem related with job opportunity and job placement for special needs education graduates, specially for new graduates and for job finders. The data collected through the interview and questionnaires show that,

The possible and preferable solution for the above mentioned problem is creating awareness about the field, it has a great essence. As a matter of fact, if there is a

small course given to students in every school, this could really create awareness for sustainable solutions; furthermore, this would also give an idea for future special needs education students.

Based on interview data, there should be a government body concerned with this field in Bahirdar town that controls the overall work of special needs education graduates, employment status of special needs education graduates and also supervision of the field's progress in the outside world. on the other hand, there could also a better job opportunities and conditions for graduates of special needs education through the provision of the set of roles that a special needs educator can do to different possible employer or organizations.

Interview results from SNE head also indicated that,

There is a need to follow up those graduates after graduation and see how they are doing and coping in the workplace. This has been primarily investigated through phone calls and occasional visits to the work place. Through a joint coordination among the universities in the country, there has been a developing "Trace Study" which overlooks the current status of special needs education graduates. And seek to find out the education that graduates have attained was helping them in their workplace .hence, this study's result could determine whether to continue or halt giving the education and graduate students.

In addition, Interview result also showed that, they are concerned with the condition that position to be taken by special needs education graduates were being filled by other related professions in a one day training programs and filling their deserve work within one month

training programs. So they think that the government should interfere and provide job opportunities.

Another perceived solution that interviewee mentioned, universities should consider having a rigorous training in sign language, brail and Montessori teaching methods, computer skills and other indispensable skills that could help special needs education graduates that make competitive in job market and this skills could make a better contender in the work place.

The SNE head also indicates the possible solutions for the above mentioned problems are the following. first and foremost having a clear and complete job description of the field for the possible employers which could be NGOs or even government sectors, this idea also supported by special needs education graduates. In addition to this there need to be an awareness forum in these sectors and possible employers of special needs education graduates about what they can do. There is also a more pressing issue that special needs education should be taken more seriously just as any other important field and get the necessary budget allocation to accomplish their intended goals. Hence, many possible employers put out a front that says there is no any allocated budget from the government to hire any special needs professionals in a satiable scale.

In addition, avoiding placement of other graduates in a place where special need graduates deserved and also rather than hiring professionals who graduated in a different field it might be better to employ new SNE graduates and giving them extra strengthening training in various workshops to better enhance their abilities to perform their responsibilities. This idea is also supported by special needs education graduates.

In the end most of the interviewees' suggestions revolved around the government's responsibility that it should get a grip on the issue and find an immediate solution for this pressing matter. In addition they point out,

After the accomplishment of this study may be the matter of special needs education graduates that related with job opportunity and job placement should be an urgent issue for concerned body and the solution should also thinkable as well as also be considerable hereinafter. And also recommended that this study ought to be made available for organizations and government bodies who are responsible for creating job opportunities for graduates of special needs education specially who are new graduates.

CHAPTER FIVE

5 DISCUSSIONS

In the previous section, an attempt was made to present the findings of the study under major themes. Therefore, this chapter focused on discussing the major research themes by figuring out possible patterns of placement and roles of SNE graduates. It also discussed the findings of the research with relevant literatures and theories.

5.1 Demographic Characteristics of the Respondents

The statistical data result reveals that most of the research respondents are females. In this regard, Mackenzie (2012) stated that most of professionals working with children with special needs are females. This implied that most of the time females are teach and help student with special needs.

5.2 Job Placements of Special Needs Education Graduates

In Ethiopia, special needs education has suffered from insufficient recognition and insignificant understanding among government bodies at various levels, schools and the society at large. On the other hand, most of the respondents acknowledged that there are some progresses so far and it needs the follow-up and attention of concerned bodies for its further development.

Regarding job placement, the finding of this study indicated that there is no proper placement of special needs education graduates. However, Kumar and Sharma (2001) stated that effective job placement program can help to reduce the length of time that people are unemployed, minimize the stress and struggle of the job search process, and fill the staffing

needs of local businesses that contribute to the economic vitality of the community. This implied that graduates in special needs education required proper placement in work place for the purpose to help that needs their experts and to lead their life by themselves. To place SNE graduates in line with their education/field of study employer coordination among all concerned bodies is very critical.

The study showed that most of special needs education graduates has been placed in education sector (school) and served as a subjective teacher. Hence, in sub-city and woreda no one special needs education graduates to take care of special needs program. In addition no one serves as an expert and consultant in schools, in sub-cities, in woredas and in NGOs and usually they are counted as a teacher. To the contrary, according to Ministry of Education (2012) special needs educations graduates assign at Regional, Zone and Woreda levels to take care of inclusive education issues (i.e. offering professional assistance to schools, organizing trainings, aggregating data on LSEN, ensuring that SNE/IE activities are mainstreamed in planning, budgeting, monitoring, evaluating and reporting). This implied that the strategy that forwarded from ministry of education is not implemented in practical. So to place SNE graduates needs strict follow up to meet the educational programs and to address education for all.

Based on the findings of the study, there is a need proper management of job placement for special need education graduates which in turn helps for the graduates themselves, development of special needs education and the society at large. In line with the findings of this study, Kumar and Sharma (2001) suggested that proper placement of workers reduces employee turnover, absenteeism and accident rates, and improves morale, all of which have implications on overall employee performance and productivity in the organization.

5.3 The Roles of Special Needs Education

The study result reveals that currently special needs education graduates have worked as a teacher (grade 1 -4), signing for deaf students, itinerant teacher, resource center facilitator in school, data collector, kebele administration, data surveyor and also have other roles. Theoretically, special needs education graduates work paraprofessional (teacher's aide), a resource teacher, an itinerant teacher, a special education classroom teacher, a job coach, an assistive technology specialist, a diagnostician or an administrator (Marilyn, 2010). In some existent the findings of this study and Marilyn's findings seems support each other but with huge dissimilarities. So, special needs education graduates jobs are far from real practice that special needs education graduates are supposed to do.

In addition, according to Smith & Luckasson (1995), special needs education graduates might work in a related service as a school psychologist in inclusive schools, a speech/ language pathologist, an audiologist, an occupational therapist, a physical therapist, a counselor, a nurse or physician, transportation specialist, a recreational therapist, a supported living worker, a personal care attendant, a vocational rehabilitation worker, practitioner, policies makers and researcher. To the contrary, what this study discovered is completely different and special need graduates are underutilized, rather other related field graduates do with three month training.

The finding of this study shows that the respondents acknowledged the lack of a clear distinction by universities between the roles of general education teacher and special needs experts. This makes the employer confused; some of the employer viewed special needs education graduates as a teacher whereas other employers regarded them as an expert. Therefore, there is a need to differentiate and make clear the specific responsibilities of special needs education graduates. In this regard, Katsafanas (2006) recommended that the necessity of clearly

defined roles and responsibilities of special needs education graduates and these roles should describe the difference between being a general education teacher and special needs expert.

5.4 The Involvement of Organizations Working on Disability to Employ Special Needs Education Graduates

As stated in the result part, this study tried to investigate involvement of organizations working on disability issues in employing special needs education graduates in Bahirdar Town. Therefore, most of the organizations do not employ special needs education graduates rather fill the gap by giving short term training for their staff member.

Universities and Ministry of Education (2012) recommend that special needs education graduates can be placed in organizations that work on disability related issues. Up on their graduation, most of special needs education departments give a job description for graduate students of the department. However, the finding of this study showed that the job list provided by universities did not help graduates to search a job. Hence, employers did not have proper job description and strategies to hire special needs education graduates. As stated by M2, most of the organizations have strategies but the strategy did not have list that employ special need education graduates. Therefore, there is a need to work towards development of standardized job description for special need education graduates and supporting organizations to include special need education in their placement strategy.

The interview result also reveals that some special needs education graduates have no sufficient skills like Braille and sign language, due to this to employ such kind of graduates is extremely difficult to facilitate the organizational goal. Hence, simply to ignore them, the study of Goldin & Hobson (2015) suggest that employers can use their influence to encourage colleges

and universities to adopt courses that help young people navigate the job-search process and build key soft-skills relevant to the workplace. They can give advice on the importance of these programs in contributing to the success of entry-level workers, and assist in the design of new curriculum content. Employers can also help expand opportunities for youth, and increase their own access to qualified recruits, by identifying and participating in training-to-employment initiatives undertaken by governments, educators, and NGO's.

There is a need to provide a clear job description, awareness about special needs education graduates roles and follow up program for governmental and non-governmental organizations. Special need centers also have to be concerned in hiring those graduates who go through a formal three year degree programs. Otherwise, when the employer fills the gap by training, it is difficult to talk about the opening of special needs education departments.

5.5 The Challenges that Special Need Education Graduates Face While Seeking Job And Job Placement

This study explicates the difficulties that most of special needs education graduates especially who are a new, faced while seeking job and job placement. Lack of a complete job description for the graduates, absence of job vacancies in special needs education, salary related problems, awareness of the field and covered by other graduates, inefficient skills in sign language and in Braille constriction (reading and writing), attitude of society and employers view were some of the major challenges.

In line with this finding, according to Jaison, Richard and Yaqin (2014), many recent college graduates are struggling to find jobs that utilize their education and those who begin their careers often need time to transition into the labor market. Yet almost all graduates have a possibility to

suffer in searching job, but the existences were very different. As respondents describe, for instance, special needs education graduates and accounting graduates are not suffered similarly. After graduation, graduates of accounting did engage in to work within three month, whereas special needs education graduates may not be engaged within this month or within this short period.

According to Asaf (2013), university graduates are facing difficulty in finding proper jobs and in job placement due to weak coordination of university management (administration, course developers, implementers) with different public and private sectors organizations. likewise, this study finding acknowledged that the above journal result is counts as one grounds; rather the findings of this study is another additional thing that hindering graduates that hastily engaged in to works and also it results stragglng in job searching process as well in placement processes also.

The findings of this study indicated that absence of experiences and lack of enough skills are also challenges that hinder graduates in searching a job. Likewise, Zelalem (2014) supported this finding that mismatch of education and training skills with the requirements of the labor market is challenge of job seekers, being new to the work environment in which lack the experience demanded by employers and limited formal work experience and a lack of job-related skills.

5.6 Perceived Solutions to Address the Problems in Employment and Job Opportunity For SNE Graduates

Special needs education graduates mentioned that there should be a government body concerned with this field in Bahirdar Town that controls the overall work of special needs education graduate, employment status of special needs education graduates and also supervision of the field's progress in the outside. Similarly this study is also supported by oluseyi's result.

According to Oluseyi (2012), the Government should develop a national manpower plan to outline the skill needs of the country and how to facilitate the training of such skills. There should be a stronger collaboration between the universities and end-users of graduates (employers) on the skills requirements. So that they can structure their courses accordingly, the universities should make pragmatic effort to shift emphasis from theory type education to practical oriented type and also the government should take steps to improve on facilities and conditions of service of lecturers to enhance quality delivery of education.

Besides the strategy of implementation in special needs/ inclusive education guideline by Ministry of Education (July, 2012), stated that colleges and universities need to ensure that departments are established with full capacity to train SNE/IE teachers based on the regional/country demand. However, this strategy was not fully implemented. Universities did not consider regional demand as a result there is a mismatch between the number of graduates and job opportunities. Based on real observation of job competition at 'Amhara mass media Agency' for sign language interpreter for deaf viewers in EBC television program, there were a number of 2007 graduates from different universities. So, setting strategy alone may not be important for the implementation rather there should be strict follow-up from the government.

As a solution, this study also reveals that, there is a need to follow up those graduates after graduation and see how they are doing and coping in the workplace. This had been primarily investigated through phone calls and occasional visits to the workplace. Through a joint coordination among the universities in the country there has been a developing “*Tracer Study*” which overlooks the current status of special needs education graduates. And seek to find out the education that graduates have attained was helping them in their workplace .Hence, this study’s result could determine whether to continue or halt giving the special needs education and graduate students.

The result also shows, special needs education graduate should have the necessary skills that required by the employer and makes competitive in job market. Accordingly, research findings by Tunde (2009) indicated that orientation of university graduates to change their perceptions about menial jobs; elimination of rigid job and wage preference as well graduate should be encouraged to study for a higher degree in a more relevant discipline to reduce skill mismatch.

CHAPTER SIX

6 CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion

Based on the findings of this study, the following conclusion can be drawn.

- The majority special needs education graduates were placed in schools (36.7%). The rest were placed in university (13.3%), in NGOs (13.3%), in education offices (16.7%) and (20.0%) of the respondent were placed in other sectors. Nevertheless, the majority were not interested in their job placements due to their work is not related with their field of study, due to facilities like salary related problem and placed in school as a subjective teacher. In addition, no one serves as an expert and consultant in schools, in sub-cities, in woredas and in NGOs and usually they are counted as a teacher.
- The roles of special needs education graduates were Braille teacher (6.7%), sign language interpreter (13.3%), university instructor (13.3%), itinerant teacher (10.0%), data collector (3.3%), teacher for children with intellectual disability (16.7%) and the rest (33.3%) have other unrelated roles. However, as ministry of education set and different scholar set the roles for special needs education graduates, they were not serving in the setting position. So, the majority were not assigned in the appropriate place.
- There are various kinds of organizations in Bahirdar Town with different predisposition which are involved in helping out people with special needs. Most of the organizations do not employ special needs education graduates rather fill the gap by giving short term training for their staff member. So those organizations activities to employ special needs education graduates were very limited.

- Special needs education graduates also face difficulties related to job searching and job placements. The majority participant 26 (86.7%) has faced difficulty during the time of job seeking. From those difficulties, absence of job vacancy related to special needs education fields, salary related problem and lack of clear job description.
- In addition, lack of awareness about the field, positions to be given to special needs education graduates are covered by other graduates, lack of enough facilities and motivation reward (for example, salary increment), lack of experience and salary related problem (means they have a degree but the salary they earned is at diploma level)
- To minimize those difficulties related to job placement and job opportunity, the study come up with viable solutions. These include creating awareness about the field, there should be a government body concerned with this field in Bahirdar town that controls the overall work of special needs education graduates, their employment status and the field's progress in the Town.
- In addition, there is a need to follow up those graduates after graduation and see how they are doing and coping in the workplace, government should interferes the condition of position to be taken by special needs education graduates that was being filled by other related professions within a one day training program. Universities should consider having a sufficient rigorous training in sign language, brail and Montessori teaching methods, computer skills and other indispensable skills that could help special needs education graduates that make them competitive in job market.

6.2 Recommendations

In line with the conclusion, the following recommendations are forwarded. The overall recommendations would help to create suitable conditions for special needs education graduates especially for new graduates as well as to make a favorable position for special needs education graduates to serve their societies who are in need of their expertise.

- The regional government should place special need experts in sub-cities, woredas and region to facilitate special needs issues and to follow-up special need education graduates placements.
- To assign special needs education graduates in the right position, the ministry of education should set clear job descriptions and address for employing institution like education sector, non-governmental organizations, special need centers, inclusive schools and non-education sectors (like healthy sector, justice system, and information sector).
- There is a need of follow up for various kinds of organizations in Bahirdar Town which are involved in helping out people with special needs to check whether the professionals fit or not as well as to employ special needs education graduates.
- To minimize difficulties that special needs education graduate face related to job searching and job placements in Bahirdar Town, the concerned body should prepared awareness training for employers about the field.
- At work place facilities and motivational rewards should be provided for special needs education graduates which help them to attend masters program like other field professionals, and salary increment also considered.
- The government should allocate the required budget for special needs education to accomplish the intended goals of the field. Hence, many possible employers put out a

front that says there isn't any allocated budget from the government to hire any special needs professionals in a satiable scale.

- Universities should discuss about job opportunity and job placements of special needs education graduates with employing organizations, centers, governmental sectors and other stakeholders and they should supervise their graduates' progress and employment status. In addition, those universities should consider regional demand to minimize the mismatch between the number of graduates and job opportunities.
 - This study is not the final method to indicate the problems and to provide solutions, but it opens the way for other researchers to make an investigation in this area.

References

- Alkassim, R, Iiker, E. & Sulaiman, A. (2015). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. doi: 10.11648/j.ajtas.20160501.11.
- Anthony, J., & Julie, P. (2011). Data analysis in mixed research. *International Journal of Education*. Vol. 3, (1), Pp. 1948-5476. E13.
- Asaf, N. (2013). Evaluation of job placement & satisfaction of graduate students of virtual university Pakistan. *International Journal of Learning & Development*, Vol. 3, No. 62164-4063, retrieved from www.macrothink.org/ijld 44.
- Council for Exceptional Children (CEC) (2016). CEC's special interest divisions. Reston, VA: Author.
- Creswell, J. W. & Plano Clark, V. L. (2007). Designing and conducting mixed methods research. California: Sage Publications Ltd.
- Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods Approach. London: SAGE Publications Ltd.
- Dakar Framework for Action. (2000). Education for all: Meeting our collective commitments. Draft to be finalized and adopted at the World Education Forum Dakar: Senegal, 26-28 April 2000.
- Department of Special Needs and Inclusive Education (2016). Special needs education graduate profile: Bahirdar University.
- Ethiopian Special Needs Education Professionals Associations (2016). Job descriptions, roles and responsibility of Ethiopian special needs education professional. ESNEPA: British Council.

- Eskinder Fkrie. (2015). Mentoring for student-teachers' professional practice of special needs education at sebeta. Master's thesis. Addis Ababa university. Unpublished.
- Goldin, N. & M, Hobson, (2015). Toward Solutions for Youth Employment. A Baseline for report: Washington D.C.
- Hallahan, D. & Kauffman, J. (2006). Exceptional children: Introduction to special education. New York: Allyn Bacon.
- Jaison, R, Richard, D, and Yaqin, S. (2014). Are recent college graduates finding good jobs?. Federal Reserve Bank New York: current issues in economics and finance: Volume 20, number 1, retrieved from www.newyorkfed.org/research/current_issues.
- Jodi, K. (2006). The Roles and Responsibilities of Special Education Teachers. PHD dissertation. University of Pittsburgh: unpublished.
- Krejcie, & Morgan. (1970); Trachoma, M. K. (2006). Determining sample size for research activities. Retrieved Jun 4. 2017 From: [http:// sola.siu.ac.th/sola/public/FacSites/GE1701/http:// reading/Sampling.pdf](http://sola.siu.ac.th/sola/public/FacSites/GE1701/http://reading/Sampling.pdf).
- Kumar, A. & Sharma, R. (2001). Personnel management theory and practice. Washington DC: Atlantic Publishers.
- Louis, C., Lawrence, M., & Keith, M. (2000). Research methods in education (5th Ed.). London and New York: Rout ledge Flamer.
- Mackenzie, S. (2012). Teachers talking: critical events in the life history of staff working with children with special educational needs. Thesis dissertation: University of east London.
- Marilyn, F. (2010). Special Education: Contemporary perspectives for school professionals. (3rdEd.). North Carolina: Greensboro.

- Markussen. E. (2004). 'Special education: does it help?. A study of special education in Norwegian upper secondary schools'. *European Journal of Special Needs Education*, 19 (1), pp. 33–48.
- Minister of Education. (2006). General rules for the provision of special education programs and services. United Arab Emirates.
- Ministry of Education. (2006). Special needs education program strategy: Emphasizing inclusive education to meet the UPEC and EFA Goals. Addis Ababa: Master printing press.
- Ministry of Education. (2006a). Non-formal TVET implementation framework. (Engineering Capacity Building Program, ecbp). Addis Ababa: MoE.
- Ministry of Education (MoE). (2007). Ethiopian National Qualifications Framework (ENQF). UNESCO institution for lifelong learning.
- Ministry of Education. (2010a). Education Sector Development Program IV. Addis Ababa: Federal ministry of education.
- Ministry of Education. (2012). Special needs strategy implementation guideline: MoE. Addis Ababa.
- Oluseyi, A. S. (2012). Graduate Unemployment in Nigeria: Causes, Effects and Remedies. *British Journal of Arts and Social Sciences*. ISSN: 2046-9578, Vol.5 No. 2 (2012). Retrieved from http://www.bjournal.co.uk/paper/bjass_5_2/bjass_05_02_01.
- Salamanca. (1994). The Salamanca statement and framework for action on special needs education: Salamanca: United Nations educational, scientific and cultural organization & Ministry of education of Spain.

- Smith, D. D. & R, Luckasson (1995). Introduction to special education. USA: A Simon & Schuster Company.
- Smith, D. D. & Tyler, H. C. (2010). Introduction to special needs education (7th Ed.). Vanderbilt University.
- Takala, M., Pirttimaa, R. and Tormanen, M. (2009). The role of special education teachers in Finland. Publication: May 2009.
- Taruna, Yadav & Sushma. (2015). Work life balance: challenges and opportunities. *International Journal of Applied Research*. 1(11): 680-684.
- Tibebu, B. (1995). Meanings Attached to Disability. Attitudes towards disability and attitudes towards integration. Jyvaskyla studies in education, psychology and social research.
- Tirussew Tefera. (2005). Disability in Ethiopia: issues, insights and implications. Addis Ababa University printing press.
- Tunde, s. (2009). Unemployment, its consequences and implications of graduate unemployment. University of Lagos: unpublished.
- United Nations Convention on the Rights of Persons with Disabilities. (2006). retrieved from: <http://www.un.org/esa/socdev/enable/rights/convtexte.htm>.
- UNESCO. (2011). Revision of the international standard classification of education (ISCED)
- Zelalem Bezabih. (2014). Nature of Youth Unemployment in Kazanchis. Master's thesis. Addis Ababa University: Unpublished.

Part I

Questions related with 'Special Needs Education graduates job placement'

1. Could you remember the length of time that you invest in searching job?
 - a. 5 month b. 1 year c. 2 year d. other.....

2. In what way you got the placement?
 - A. placement by ministry of education B. placement by universities
 - C. by finding job D. placement by Regional civil services bureau
 - E. other.....

3. Are you interested in the job placement?
 - A. yes B. no

4. In the above question, if you say 'no' what are the reason?

.....

.....

5. Do your work is related with your educational background/field of study/?
 - A. yes B. no

6. In the above question, if you respond 'no' what are the reason?

.....

.....

Part II

Questions related with "the roles of Special Need Education graduates in their work place"

7. Do you have a position in your organization? A. yes B. no

8. If you say 'yes', what kind of position?

.....
.....

9. What is your role in your organization?

.....
.....

10. Does your education help you in executing your organizational responsibility?

A. yes

B. no

11. For question number '12' if you say no, why?

.....
.....

12. Do you believe that "I am in the right position in my organization"?

A. Yes I am on the right

B. No

13. Do you get any facilitates that helps for better implementation of your role in work site?

.....
.....

14. Do you get any training related with your work?

A. yes

B. no

15. If you say yes, what type of training do you get?

.....
.....

16. For question number '16' if you say yes, do you get any benefits from the training related

with your work? Please explain it?

.....

17. Does any kind of people with disability asks your support in work places?

A. yes

B. no

18. For question number '10', if you say yes,

- Do you support them?
- In what ways?

.....

Part Three

Questions related with “the challenges that special needs education degree graduates face while seeking job and job placement”.

19. Do you have faced any difficulty related with job seeking?

A. absence of job vacancy related to your field of study

B. salary related problems

C. due to job entrance exam

D. if you face more difficulty, you can mention on the given species

.....

20. Do you face any problem related with job placement?

A. yes

B. no

21. For “question number” 23, if you respond yes, what are the problems?

.....
.....
.....

22. Have you ever face any obstacle hindering the best fulfillment of your work?

- A. yes
- B. no

23. If you say ‘yes’ for question number 25, could you list out the obstacles?

.....
.....

Part Four

Questions related with “perceived solution to address the problem in employment and job opportunity for special needs education graduates”

24. Do you have any suggestion to minimize the problem related with job opportunity for special needs graduates? A. yes B. No

25. For question number ‘28’ if you say yes, what are your suggestion?

.....
.....

26. In job market, can you observe job vacancies for special needs graduates?

- A. yes
- B. no

27. If you say no, could you mention the reason?

.....
.....

Part Five

General Questions

28. Do you see any problems related with job placement in your organization or work place?

If you see some problem, Please explain the problems?

.....
.....

29. What you suggest to address the problems?

.....
.....

30. ‘We are not just matching skills; we are matching people to a career.’ What do you see the proverb related with your work places?

.....
.....

31. Do you have made any discussion about the job placement and related issues with the concerned body in Bahirdar city? If any, please list the core point?

.....
.....

32. If you have any suggestion, you can write in the given space?

.....
.....

Thank you in Advances!!

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

Dear participant: first of all I would like to express my greatest gratitude for your voluntariness to responds the interview questions. The interview guides are designed to collect data for the fulfillment of Master's thesis. The purpose of the study is to investigate the employment profile of Special Needs Education graduates in Bahirdar Town. So I kindly request you to give the accurate information, hence, the information you provide me will be secured and used only for the research purpose.

Thank you in advance!

Interview Guide for Special Needs Educators

Date of interview.....

Place.....

Duration of interview.....

Name of the organization.....

Year of foundation of the organization.....

1. After graduation, what are the things that pass through in job placement?
 - In the time of job searching
 - In job opportunity in market
 - In job placement
 - In work places
2. Describe your roles in the organization?
3. Do you believe, have relation with your theoretical education and your practical works?
Explain it?
4. Have you seen SNE graduates in your organizations? By what mechanism they placed?
5. Would you explain the challenges that you face in;
 - seeking job
 - Job placement?
6. What do you suggest, for the possible solutions to address the problems in employment and job opportunity?

Addis Ababa University
College of Education and Behavioral Studies
Department of Special Needs Education

Dear participant: first of all I would like to express my greatest gratitude for your voluntariness to responds the interview questions. The interview guides are designed to collect data for the fulfillment of Master's thesis. The purpose of the study is to investigate the employment profile of Special Needs Education graduates in Bahirdar Town. So I kindly request you to give the accurate information, hence, the information you provide me will be secured and used only for the research purpose.

Thank you in advance!

Interview Guide for Special Needs coordinators and organization managers

Date of interview.....

Place.....

Duration of interview.....

Name of the organization.....

Year of foundation of the organization.....

1. Could you describe about your organizations in terms of:-
 - Purpose
 - Activity
 - roles
 - about the staff members (including their educational background)
2. Do you know about special needs education and about the professionals that graduated by these department?
3. Do you think your organization involve special needs graduates?
 - If you say yes, describe in number?
 - “Right person in the right places” who do you see this proverb?
4. What look like the placement of special needs graduates in your organizations?
5. Describe the roles of Special Need Education graduates in your organization?
6. Do you think that special need graduates face difficulty in job placement?
 - If you say yes, what are those challenges?
7. What do you suggest to overcome the challenges that a special need graduates faces?
8. Is there any follow up mechanisms of graduated students of your program?
 - A. If yes, could you explain?
 - B. If no, why? (7 for the head of Special needs education department in Bahirdar city)