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**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION  
AND BEHAVIORAL STUDIES DEPARTMENT OF  
SPECIALNEEDS EDUCATION**

**EDUCATIONAL AND PSYCHO-SOCIAL CHALLENGES OF  
STUDENTS WITH VISUAL IMPAIRMENTS: THE CASE OF GRADE  
5-8 STUDENTS AT SEBETA SPECIAL SCHOOL FOR THE BLIND**

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**Educational and Psychosocial Challenges of Students with Visual Impairments: The Case of Grade 5-8 Students at Sebeta Special School for the Blind**

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## **Acronyms and Abbreviations**

AFB: American Foundation for the Blind

AMA: American Medical Associations

CRC: Convention on the Right of Children

EFA: Education for All

ESDP: Education Sector Development program

FGD: Focus Group Discussion

IDEA: Individuals with Disabilities Education Act

IEP: Individual Education Program

MoE: Ministry of Educational

NGO: Non-Government Organization

SNE: Special Needs Education

SWVI: Students with Visual Impairment

UN: United Nations

UNICEF: United Nations International Children's Emergency Fund

WHO: World Health Organization

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## **Abstract**

This study is conducted at Oromia region Sebeta special zone around Addis Ababa the capital city of Ethiopia at sebeta special school for the blind. The purpose of this study was to identify the educational and psychosocial challenges of students with visual impairment at Sebeta Special School for the Blind. The research approach employed both qualitative and quantitative methods. In the research out of 131 total students, 37 (15 male and 22 female) students participated. Out of 32 total teachers, 5 male and 6 female altogether 11 teachers and two school principals participated. The techniques of selecting sample were purposive for students and simple random for teachers. The sources of data were students with visual impairments, teachers, school principals and students profile through observation, interviews and focus group discussion. The major findings of the study were, psychological challenge of students with visual impairment, social acceptance, lack of special needs education teachers, the scarcity of resources, inability of using assistive technology and lack of quality education. For these challenges; generating students in inclusive school, improve teaching methodology, having individual education program, employing the special needs education teachers and using music strategies to teach students with visual impairments are listed as recommendation.

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Eye problems have been recognized worldwide as one of the major public health problems, according to World Health Organization, as of 2015 there were 940 million people with some degree of vision loss. 246 million had low vision and 39 million were blind. The majority of people with poor vision is in the developing world and is over the age of 50 years. Rates of visual impairment have decreased since the 1990s. Visual impairments have considerable economic costs both directly due to the cost of treatment and indirectly due to decreased ability to work. (*Common Eye Health Vol. 30 No. 100 2018 p 71-73*)

The recent prevalence global world health organization investigation has estimated that approximately 1.3 billion people live with some form of vision impairment. With regards to distance vision, 188.5 million people have mild vision impairment, 217 million have moderate to severe vision impairment and 36 million people are blind (WHO, Oct.11, 2018). Based on the current estimated population size of Ethiopia, which is 85 million, overall there are 1.2 million blind people, 2.8 million people with low vision, 9 million children 1-9 year of age with active trachoma, and 1.3 million adults with Trachoma disease. Over all about one million people are blind from avoidable causes. Cataract alone account for over 600, 000 blind individuals, and for over 1.1 million people with low vision. About a million individual with low vision need spectacles to correct their vision ((WHO, Oct.11, 2018).

Even if the number of visual impairment persons who attend in regular and special school is unknown, currently some visual impairment children are learning in different regions and in special schools for the blind. Among those schools Sebeta special school for the blind is one of them. Sebeta special school for the blind is established on 16<sup>th</sup> July, 1944 E.C in kasanthis, Addis Ababa by Emperor Haile Selassie I. At that time the school was formed with 40 male blind students and 10 male teachers in a small building.

The students were collected from the street without age consideration. Every one found on the street was picked up and put in to the school. The students were getting every service (food, shelter, clothes) in that small compound.

After years, because of the school compound is narrow; the school has taken to Oromiya region Sebeta Awas woreda which is far 30 kilometers from Addis Ababa located to South West Shoa specific area Meta Abo. However, the selected area was not comfortable for movement and other services for the blind students again. Then after Sebeta special school for the blind built in Sebeta town in 1955 E.C. The first teaching and learning process of the school was starting on 18<sup>th</sup> September, 1956 E.C. The students enrolled in this new school were few and as a result the school at kasanchis was dissolved and students were brought to the newly built, Sebeta special School for the blind. The number of students increased to (male 90 and female 27). It was for the first time in the history of the blind that female blind students were enrolled in the school. Therefore it is possible to say that Sebeta School for the blind has opened the door to female blind students to learn.

However, the organization began to focus on the age of the students to be enrolled in to the school. The former adult students brought from kasanchis were put in the vocational training and the younger children were made attend the academic education. At that time the materials that use for education like slate, styles, embosser and other equipment were imported from Israel, Germany, and other European countries. Using these materials and equipment, books and magazines had been produced in Braille. The school was the first to translate Bible versions in to Braille. Because of these, different scholars from different countries had been visiting the school and been supporting the school in finance and in materials & equipment. All students had access to materials and equipment necessary for education. The school director (Agegne Alemayehu) had been inviting famous scholars from different countries and known people like Kennet Kawunda from Africa, Be Shop Kuntz from Germany, Queen Elizabeth from Britain, and Haile Selassie from Ethiopia had been visiting and supporting the school. Emperor Haile Selassie, as the school was led by the organization found by him, visited the school twice a month.

Currently, Sebeta special school for the blind has 254 students (Grade 1-8) ( which means 148 are male and 106 are female) out of these pupils 64 students 40 boys and 24 girls are using out of dorm since they are grade 7 and 8. There are 32 teachers (11(3blind) male and 21(5blind) female), 5 principals two men and three women, 7 mogsites, 5 finance workers, 2 plumpers, 2 guards, 3 nurses ,2 electricians and 2 janitors present in the school. The school campus itself located in a large wooded compound with beautiful gardens, trees, play grounds and hall.

The researcher gathered some information from the school before select tittle for the research. The school principals and school teachers raised some problems that the students faced in the school. The students with visual impairment challenged with school facilities, lack of braille print books, slate and styles, white cane, environmental problems, social acceptance about disability and the government attitude to forward the persons with disabilities. As the researcher obtained information from teachers and school principals, after a few years, the students mark or grade became down and the students' interest on education reduced from before they have. So that, the researcher selects the tittle of research "Educational and Psychosocial challenges of students with visual impairments at Sebeta special school for the blind." which can include the education and social life challenges of students with visual impairments.

## **1.2. Statement of the Problem**

The state of persons with visually impaired in our country is even more tragic and severe due to the presence of diversified pre and postnatal disabling factors: (like difficulties of contingent to delivery under nutrition, harmful culture, lack of proper child care, absences of early childhood support.

Visually impaired students are more likely to have several series problems of instable relationship because no well perceived by the teachers, less positive social interaction, low literacy rate among visual impairment students and difficult to get sufficient materials and treatment, negative attitudes towards social services.

Visual impairment can limit people's ability to perform everyday tasks and can affect their quality of life and ability to interact with the surrounding world. Blindness, the most severe form of visual impairment, can reduce people's ability to perform daily tasks, and move about unaided. Students who are blind or visually impaired require adaptations to the environment, materials, instruction, curriculum, electives as well as special education areas. Each student with a visual impairment will have his or her own unique visual needs. These needs will depend on the student's visual impairment as well as other disabilities.

This is true in Sebeta Special School for the Blind as well. This is also confirmed during the researcher's preliminary observation of the school. Moreover, informal discussion was held with the school principals and teachers about the educational and psychosocial provision of students with visual impairments and information was gathered. Accordingly, they proved that the school is not responsive to the educational needs of these pupils and often treated with their disabilities.

### **1.3. Objective of the study**

- To identify the problems that the students with visual impairment faced physically, psychologically and educationally at Sebeta special school for the blind.
- To inform a good teaching and learning mechanisms which consider all the students ability, skills and interest?
- To explore the students life style.

### **1.4. Research Questionnaires**

Under this research the following questions answered by investigation:

1. What are the psychological challenges faced by the students with visual impairments at Sebeta special school for the blind?
2. Do the students with visual impairments have active participation on their education?
3. What is the social life experience of students with Visual impairments?

### **1.5. Significance of the Study**

This study would help the students with visual impairment in showing the appropriate way of quality education and psycho-social developing of children with visual impairment. Besides this, the students with visual impairment, teachers, families, communities, and government will be beneficial from this investigation after the students challenges solved. Moreover, it may provide important information to other schools for children with visual impairments about the challenges that the visual impairment faced in the school and community. It will also be an initial study for the other researchers.

### **1.6. Scope of the Study**

This research was conducted in Oromia region at Sebeta special zone in Sebeta special school for the blind focused on the psycho-social challenges of students with visual impairment at Sebeta special school for the blind. Different problems were observed in the Sebeta blind school. Like the shortage of materials, the problem of writing and reading Braille from students, lack of resource room and etc. However, the researcher was focused only the psycho-social challenges that the blind students faced in the school and community. Altogether; this research bounded only the mentioned area and accomplished within ten months from September to June.

## 1.7. Definition of Operational Terms

**Visual impairment:** loss of visual acuity and inability of the person to see objects as clearly as a healthy person (Ananya June, 2019).

**Blindness:** blindness is strictly defined as the state of being totally sightless in both eyes. A completely blind individual is unable to see at all(Andrew A.Dahl, 2019).

**Psycho-social:**The psychosocial approach looks at individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function. (Woodwark, Kath (2015)

**Psychological challenges of blindness:** Individuals who are blind or have low-vision must face the constant challenge of psychologically and socially adjusting to their disability.(Tuttle, 1987)

## **CHAPTER 2**

### **LITERATURE REVIEW**

In this section we would see the relevant materials and the understanding and experience of the researcher about the challenges of students with visual impairments faced academically and psych-social issues on students with visual impairment at Sebeta special school.

#### **2.1 History of Education on Visual Impairments**

Historically the attitudes of community members towards persons with disability in terms of willingness to attend to their education has been greatly influenced by the existing socio-cultural philosophy, medical knowledge and by the perceived causes of disability. (Roessler and Rubin, 1995:1)

History tells just that "prior to the late 1700s the fate of disabled individuals was likely to be a cruel one" and "the Greeks, Romans and other early cultures" are often cited by their practices of killing the unwanted children (Tibebu, 1995:13).

As time went on, there came a conviction which considered students with visual impaired as different from the rest of students with a sense to develop separate educational systems (Hegarty and Pocklington, 1988:8). Moreover, some professionals initialed the concern for the educational rights of children with disability and as a result, residential schools, special day schools and special classes were opened respectively (Moores, 1996:1).

At the beginning, although opinions may differ on reasons for establishing segregated schools for visual impaired students, it was assumed that such educational models could serve for proper utilization of instructional equipment and for maintaining a one-to-one attention. Such a model was also assumed to encourage feeling of security among visual impaired children by avoiding unfair comparison with those who are believed to be more competent students (Jenkinson, 1997: 11).

Fish (1985: 23) on this part informed that ideas about special education have been confused by many people. This was partly "due to its history, due to changing professional responsibilities (a change from medical to educational approach) for children with disability and partly because of recent change in its relationship to ordinary education".

However, the growing public awareness, the achievement in the technological advancement and the improved legislation in some countries have opened the way for better provision of education to children with visual impaired (Moore, 1996:1). Particularly in 1950s and 1960s, people came to be aware of a continuous history and practices of segregation in their own societies with the acknowledge that had "strong value implication". This condition, in return has brought the idea of the integration of visual impaired student with their natural peers with "a wish to move away" from segregated educational practices (Millward and Dyson, 1995: 44).

According to Fish (1985: vii), it was in 1980s that revolutionary changes took place in special education with the aim of to educate children with visual impaired. Summarily, it was indicated that one of the 1960s significant achievements in the area of special education was 'the conceptualization of the delivery of special educational services as a continuum of services known as the "Cascade model", viewing the regular school classroom as the most natural and least restrictive option (Tibebu, 1995:14).

As noted in several sources, the historical development of education for visual impaired student seems to differ from country to country. For instance, special education for pupils with visual impaired was a relatively recent development in Great Britain (Hegarty and Pocklington, 1988:8), and in the United States it was at the beginning of the nineteenth century (Meijer and Hegaty, 1994: 60).

As reported by Jenkinson, (1997:10), at the beginning, centers for the provision of special education were set up by Voluntary organizations for students with specific disability till governments increasingly assumed responsibility for the education of all students.

Regarding the historical development of education for visual impaired children in Ethiopia, it has a relatively closer point of time reference with the establishment of the first regular school in the country. It was within a time gap of less than a decade since the establishment of the first regular school (Menilik II school) that special education for the disabled was opened in its modern form in Ethiopia (Tibebu, 1995).

Like in the case of other countries, the first special school was started by missionaries from Europe the first special school being opened visual impaired children in 1971 (MoE, 1990, cited in Tibebu, 1995:24).

The new educational policy enacted in 1994, has considered the provision of education to visual impaired children. Under its specific objective, it is stated as; "to enable both the institution for blind youth is the first school for the blind (Smith and Lukasson, 1995). It was founded in pairs in 1784 by ValentinHauy who conceived a system of raised letters on the printed paper (Smith and Lukasson, 1995). A tactile system that used an embossed six- dot code is developed or reading and writing in the early 1800s; by Louis Braille. This is known as the Braille system today (Smith and Lukasson, 1995).

In the United States the first blind school was opened in 1829 (ANTO, 2004). It is known as the New England Asylum for the blind; and it was directed by Samuel Gridley Howe (ANTO, 2004). Around 1932, the New York Institute for the blind and the Pennsylvania institution for blind were founded. "These nineteenth century schools were private boarding schools, usually attended by children from wealthy families" (Smith and Luckasson, 1995: 465).

The first day classes began in Scotland in 1872, where the blind were integrated with their sighted climates. In the United States the first attempt to do so happened in Chicago. Fank Hall, the superintendent for the Illinois school for the blind, developed a mechanical Braille writer, a small, portable machine for taking notes and completing other written tasks (ANTO, 2004)

## **2.2 History of Visual Impaired Education in Ethiopia**

In former times, educational and the position of the blind in the Ethiopian society had been vested in the Ethiopian Orthodox Church. A blind child would be brought to the church at an earlier age and he would receive instruction concerning church liturgy (Taffesse, 1990 as cited; by Tensae, 2000). Due to this fact the kind of education that existed in Ethiopia before the 20th century was traditional oriented and characterized by church education. During this time the church and monasteries were the main centers of learning (Yusuf, 1987). Its aim was to prepare the children for the service of the church. Since the mode of instruction/presentation was oral, it helped the blind children a lot.

The education of the blind in Ethiopia started at the same time with that of the sighted ones. This was possible since the way of instruction was oral. This idea is supported by Rigby (1972), who indicated that since instruction was given orally and reading and writing were kept to a minimum, it was possible for the blind to follow the traditional type of education. He considers this as the first instance of an integrated education system for the blind.

According to Rigby (1972), in the 1930's the Ethiopian education system started to follow the stern type of education. Since the focus of this type of education was on reading and writing and no attempt was made to introduce Braille reading and writing, it was difficult for the blind to follow their education.

Special education of people with visually impaired is not a relatively recent phenomenon compared to that of other persons with disability. This is also true in the Ethiopian case. The first school for the blind was established in 1924 in Dembi Dollo by Voluntary and nongovernmental organizations and individuals (Maru, 1990). However, its growth was disrupted by the Italian invasion in 1935. After this other special schools began to be opened beginning from the 1950's in different parts of the country; Bakko, Sebeta, Soddo, Ghimbi, Shashemene, Woalyita, and Dire Dawa with the cooperation of the Ethiopian government by different charity organizations (Rigby and Sawarage, 1970 as cited by Tensae, 2000). Currently there are totally six blind boarding schools in the country: Walayta, Shashemene, Sebeta, Bakko, Gonder and Mekele (the recent one) schools for the blind

### **2.3 Behavioral and Social Development**

It is logical to assume that the social development of students with visually impaired would be affected by their loss of sight. Vision is important in our social interchanges because a major part of these interchanges involves the observation of others. Children who have visually impairment may have difficulty in social relationships because their poor vision prevents these from interpreting subtle social cues, because they cannot see how others respond to their behavior and because their understanding of play activities social- rules and social conventions may be limited or distorted by their lack of sight (Diamond, 2002,p. 581).

Students who are typically developing provide challenges to students who are blind too. Young students particularly, those who play without using language, maybe unpredictable in their movements around students who are blind, Zanandra,(1998). They may expect quick response and transitions from one play activity to another present problems for students who are blind (Zanundra), 1998).

Diamond (2002), reports that studying does describe the social interaction of students with visual impairments show that they interact more with adults than peers, and that they participate more in solitary activities than would be expected for their age. However, McGahaandFarran (2001) compared the social behavior of children who were visually impaired or sighted and who attended an inclusive preschool program. Both

groups of students spent most of their time near students who were sighted, but there was no difference between the groups in interaction with other students.

## **2.4. Relevant International and National Policies and Legal Frameworks**

### **2.4.1. National Declarations**

Ethiopia being a member of the International Community follows various UN conventions, e.g. the Universal Declaration of Human Rights (1949), The Convention on the rights of the Child (CRC) 1989, Education for All (EFA)1990, the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), and the Salamanca Statement and Framework for Action on Special Needs Education (1994).

#### **2.4.1.1 Special Needs Education Program Strategy /2006/**

In order to produce the required changes in the education system, MOE has developed a Special Need Education Strategy in 2006. Here, three strategic priorities were identified:

- Including SNE in national and regional education sector planning and reporting system
- Developing guidelines and provision of technical assistance to regions, and
- Strengthening the capacity of the education system.

The strategy is recognized as one component of the third Education Sector Development Program ESDP III. This package has come to reality after a strong advocacy and promoting works. This strategy pays special attention to inclusive education which is one of the human rights of children with blind. Further, it provides different strategies to achieve the goals of UPE and EFA with special emphasis to inclusive education. These terms are highly related to children with visual impairment and they are the key for realizing their right to education. The strategy is directed to:

- Implement the Education and training Policy, and the International Principles endorsed by the government to honor the rights of citizens to education.
- Develop and implement guidelines for curriculum modification and support system development in schools for learners with special needs

- Facilitate participation of learners with special needs in technical and vocational education and other higher educational institutions.
- Strengthen Special Need Education programs in teacher education institutions
- Improve supply of trained manpower and appropriate materials the schools and other learning institutions.

The Strategy recognizes right to education, with special emphasis to special need education. One of its objectives is implementing the Education policy and international principles. However, how far these objectives are accomplished is doubtful. Because, there is still a big gap between what is stated in the policy and the actual practice. With regards to strengthening special need education programs in teacher education institutions, the practice shows that there is a little work done in this area (*MoE, 2006, cited in Derebssa, 2006:56-57*).

#### **2.4.1.2 The Education and Training Policy (1994)**

The Transitional Government of Ethiopia with the aim of eradicating problems related to education such as, limited access and inequitable distribution of schools, inefficiency and lack of quality education, drew this policy. Ethiopian Education and Training Policy states that, one of the main objectives of the educational system is to "develop the physical and mental potential and problem solving capacity of individuals by expanding education and in particular by providing basic education for all". The policy requires universalizing primary education, and expansion of secondary and higher education. It assures that disadvantaged groups will receive special support in education. The policy is inspired by the ratified International Human Rights Instruments. Its other objective is "to enable both the handicapped and the gifted learn in accordance with their potential and needs". In this case, it doesn't provide a clear guideline as to which mode of educational delivery would be followed to unfold the potentials of children with disabilities.

The Educational and Training Policy Educational Structure No. 3.2.9 states that: "special education and training will be provided for people with special needs". In the policy, the special support in education includes strategic planning, definition of priorities,

objectives and responsibilities to be realized in practice. In reality the Government is providing special need education and training. However, the major difficulty is its inadequacy when compared with the prevalence of the problem. For instance, Ministry of Education estimated that only a small number of special needs children are attending school in Ethiopia. This explains how the Government failed to effectively put in practice its objective of providing special education and training for these children.

Ethiopia through participation in the World Declaration on Education for All in Jomtien (Thailand) in 1990, and in the World Education Forum held in Dakar in April 2000, reaffirmed her commitment to achieve UPE by 2015 by providing quality education to all school age children and with the aim that "all children will be able to complete a full course of. But this is not an easy task for the Government where scarce financial, human and organizational capacity is apparent and large numbers of school age children are expelled from the school compound due to disability unfriendly circumstances.

#### **2.4.1.3. Primary Education Development Program in Ethiopia**

Ethiopia has made remarkable progress in education, with primary school net enrolment tripling between 2000 and 2016 to the current 100 per cent. As children and young people comprise 48 per cent of the population, Ethiopia can lift itself out of poverty by ensuring children have access to quality education.

Although most children enroll in school, many do not complete their education: 85 per cent make it past Grade 5 and 54 per cent past Grade 8. Sixty-three per cent of students in lower primary school are not achieving the basic learning outcomes needed to succeed higher up the education ladder (50 per cent and above).

Although pre-primary gross enrolment has increased to 46 per cent from 9 per cent in 2010, access is limited to children in urban and wealthier regions. UNICEF's support to formal and non-formal community-based ECE programs is enabling more children to benefit from school-readiness programs.

Approximately 2.6 million children of primary school age are not in school, of which 43 percent are boys and 57 percent girls. Only 25 per cent of secondary school aged children are enrolled in secondary school. Traditional gender norms, a high burden of domestic work (especially for girls), long distances to school are some of the barriers to education. Many of the out-of-school children are from pastoralist, internally displaced or refugee communities.

Ethiopia is the second largest host of refugees in Africa and the educational needs of these children place additional pressure on regions which already face challenges in delivering quality services to their own host populations. The country is prone to prolonged and multiple climate-induced and conflict-related emergencies that directly impact children's access to education (*UNICEF Ethiopia/2018/ Tadesse*). At all, the number of students in school and out of school is:

- 26.9 million Children are enrolled in 39,000 pre-primary, primary and secondary schools.
- Net primary school enrolment is 99.9 per cent
- 85.2 per cent of students complete Grade 5
- 54 per cent of students complete Grade 8
- 2.6 million children of primary school age are out of school
- 63 per cent of students in lower primary school do not achieve basic learning outcomes
- Pre-primary gross enrolment rate is 45.9

24.6 percent of secondary school age adolescents (15-18 years) are enrolled in secondary school.

#### **2.4.1.4 Socio-cultural contexts of disabilities in Ethiopia**

A serious concern in Ethiopia is that the extent and situation of persons with disability are not well known (Alemayehu, 2004, p.3) even today. Data pertaining to the incidence, prevalence, and situation of persons with disabilities were once described to be “at best fragmentary and incomplete and at worst even misleading” (Tirussew, 2001, p.1). The 2007 census estimated that the prevalence of disability in Ethiopia was slightly higher than 800 thousand showing that the prevalence was 1.09 % (CSA, 2008). This figure was much lesser than the 1994 census by about 100,000 in the thirteen years’ interval. On the other hand, a more focused baseline survey of persons with disabilities, perhaps the first of its kind, reveals that people with disabilities in Ethiopia constitute a prevalence rate of 2.95 % (Tirussew 1995, p.23). In as much as persons with disabilities are not visible statistically, they appear to face a range of barriers that largely render them to be excluded from the mainstream society and experience severe difficulties in accessing community resources as equal members of society in Ethiopia (ENDAN, 2010), limited employment opportunities, lack of proper provisions and conducive environment during education (Tirussew 2013), negative stereotypes which often condition how people treat and respond to the disabled. Women with disabilities are victims of physical, sexual, and psychological violence where the perpetrators are family members, neighbors, and strangers. They undergo through a number of challenges because of their disabilities, are at risk of threats, suffer from STD, unwanted pregnancy, social discrimination and marginalization ... Violence against women with disabilities has deep structural roots whose definitive solution calls for ongoing effort from society as a whole (Biher, 2009).

#### **2.4.2. International Policies and Legal Framework**

##### **2.4.2.1. The Convention on the Rights of the Child**

The Convention on the Rights of the Child (CRC) is the most ratified of all the United Nations Human Rights treaties. The treaty recognizes the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries. The treaty affirms and describes the fundamental human rights of all children (all human beings below the age of 18), and the

governments that have ratified it have legally agreed to fulfill its provisions. This includes the rights for education for all children. The CRC forms the most comprehensive and well-established international standard for children's rights and provides the framework for the actions of UNICEF, the UN children's agency ([www.canadiancrc.com](http://www.canadiancrc.com)), accessed on 10/10/2014.

#### **2.4.2.2. The UN standard rules on the equalization of opportunities for persons with disabilities**

The international conventions formulated during the 1990s demonstrated considerable advances in legal support for students with VI in terms of their educational needs (Shepherd, 2001:17).[37] Of those frameworks, the 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the 1994 Salamanca Statement and Framework for Action on Special Needs Education have been used as basic sources to formulate local policies and legislation in Ethiopia and other UN member countries for the protection of the rights of people with impairments and to ensure their educational and social inclusion at all levels of education.

The 1993 United Nations Standard Rules on the Equalization of Opportunities for People with Disabilities especially contributes significantly to mobilize resources to all people with impairments (United Nations, 1994:8, 10[38]; United Nations, 2007:3[39]). Peters [15] states the United Nations Standard Rules represent a definite move towards a social model of inclusive education, especially with respect to rule 6 on the provision of equal education at all levels (Peters, 2007:104).” The purpose of this rule is to ensure that people with impairments are allowed to exercise the same rights and obligations as others.

Among the major outcomes of the Decade of Disabled Persons was the adoption, by the General Assembly, of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in 1993. Although not a legally binding instrument, the Standard Rules represent a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities. The rules

serve as an instrument for policy-making and as a basis for technical and economic cooperation.

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities hold that in situations where the general education system does not adequately meet the needs of all people with disabilities, Special Education may then be considered as a solution. The quality of such education should reflect the same standards, goals and ambitions of a general education and should be closely linked to it (WCPT, 2011).

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

The main purpose of this research is to assess the challenges of students with visual impairment faced at Sebeta special school for the blind which focused in educational and psycho-social challenges. In this research qualitative research method is applied to describe the challenges that visual impairment learners meet at school. Qualitative research is used to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups are studied in their natural setting. (*Saul McLeod, 2019*) Qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (*Denzin and Lincoln 1994, p. 2*)

#### **3.2. Population and Sampling**

Sampling is a process of selecting just a small group of people as representatives from a large group called the population (Nicholas, 2006). Therefore, out of 131 (47 boys and 84 girls )grade 5-8 all pupils, 37 students with visual impairment (22 girls and 15 boys); Out of 32 (21 female and 11 male) teachers, 5 male and 6 female teachers altogether 11 teachers and two school principals participated in this investigation.

### **3.3. Sampling Techniques**

The researcher used Purposive sampling and simple random methods. Purposive sampling method used to select the participants from all population. Purposive sampling is a strategy in which the researcher deliberately selects particular sites and participants in order to solicit the needed information to better understand the problem under investigation or to answer the research questions.

Therefore, the students who stood top 3 from each class and who affected with different challenges got the first chance to participate in the research. The top 3 students are the students who have good potential and describe things rather than other students. These participants identified through the researcher observation and asking the teachers. Purposive sampling is intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon. (Schutt, 2006).

The participants from the teachers were selected by simple random sampling. The reason why the researcher used simple random sampling technique is due to their homogeneity. This means the participants were from one school, all are visual impairments and formulated their life in the school. Out of 32 total teachers 6 female and 5 male teachers were selected by lottery method for FGD. In addition to this, grade seven and eight blind students twelve of them (6 boys and 6 girls) who have long experience with different things obtained chance for Focus Group Discussion. They are also selected through simple random sampling techniques from the mentioned 37 sampling out of total population of learners from grade 5- 8 of the school.

Table 1: At all, the following table shows the total number of participants in the research.

No	Participants	Academic level																	
		5-6			7-8			Certificate			Diploma			Degree			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Students	6	10	16	9	12	21	-	-	-	-	-	-	-	-	-	15	22	37
2	Teachers	-	-	-	-	-	-	1	-	1	3	4	7	1	2	3	5	6	11
3	Principals	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2	1	1	2
Tot		6	10	16	9	12	21	1	-	1	3	4	7	2	3	5	21	29	50

### 3.4. Data Collection Tools

There are several tools to collect data in research. Among those, interview, Observation and Group Focus Discussion were used in this qualitative research method.

#### 3.4.1. Interview for students and principals

Interview is a verbal conversation between two people with the objective of collecting relevant information for the purpose of research (Bailey, Hennink and Hutter, 2011). It allows respondents to speak out their opinions, feelings, beliefs, insights, attitudes and experiences about a problem in question through the use of probing questions. The purpose of the interviews is to obtain description of the living world of the interviewees with respect to the interpretations of the meaning of the described problem (Kvale, 2009). With structured interview method, it is possible to ask follow-up questions in order to get richer information. Informants are available to clarify immediate concerns and unclear statements (Gall, Gall & Borg, 2007). Also through the establishment of

trust and rapport with the informants, a researcher is likely to get more information by using structure interview compared to other methods of data collection.

Therefore; interactions will be made possible before the interview session to build trust and rapport with the informants. An interview would carry out with every students and school principals who selected to participate in the study for one hour. Twenty five (9 boys and 16 girls) students with visual impairments interviewed in this research. While 6 boys and 6 girls participated in FGD. The interview questions formulated on the basis of the main research questions and sub questions. It contains 13 multiple chooses and the students asked individually. The research questions also translated from English to afaan Oromo, the regional language of Oromia. Therefore, all respondents interviewed in afaan Oromo for better communication between the interviewer and the interviewees.

### **3.4.2. Observations**

Observation is used as a support method to the interviews with the aim of gaining clarity or understanding the problems in detail. The act of observation may sound simple, but in reality it involves multiple tasks of work to be done during data collection. Therefore it can be defined in the following way: Observation is a research method that enables researches to systematically observe and record people's behavior, actions and interactions. The method also allows researchers to obtain a detail description of social settings or events in order to situate people's behavior within their own socio - cultural context (Bailey, Hennink and Hutter, 2011, p.170). With observation, the observer looks at people in their natural settings (Holloway, 1997). Observation is a first-hand experience, the observer records information as it is revealed. Some characteristic aspects can be noticed during observation that might be useful in exploring the topics. Observation also provides important additional source of data for verifying, clarifying and expanding the information obtained by other methods such as interviews (Bailey, Hennink and Hutter, 2011). One of the limitations of observation is that participants might act differently knowing that they are being observed, thus this could lead to a lack of important information needed as respondents act differently with the observer around

(Creswell, 2003). This study used a non-participant observation-approach, which refers to conducting an observation without participating in the activities that you are observing (Leavy and Biber, 2011).

However, the researcher observed the students' class room while the teachers teach the pupils in the class rooms. The observation happened twice in a week for 40 minutes on and the questions contain 17 items English, civics (BLAG), Geography (Hawasa) and Afan Oromo teachers, these four teachers teach from grade 5-8. The same to this, the researcher observed the resource room, library, computer class, and hand crafts room once each of them according to the check list fulfillment.

### **3.4.3. Focus Group Discussion for Teachers**

The FGD was conducted with eleven teachers from Sebeta Special School for the blind (5 male and 6 female). It was conducted by forming two groups and discussion was held in two sessions as well. The guiding question consisted 10 items.

As far as the level of education is concerned, 7 of them were Diploma holders and 3 of them were degree holders 1 of them was certificate holder. Among the participants, 10 of them were general education teachers; whereas, 1 of them was special needs educational teacher. Their teaching experience was from 8 years to 23 years. The FGD was conducted in the field under trees shadow.

In addition to the guiding questions, the researcher prepared format which contained personal information of teachers such as, sex, level of education, teaching experience, and whether they have training of SNE. The researcher explained clearly the purpose of the FGD questions and the discussion was made for 90 minutes for each group. The question were formulated in English and translated to afan Oromo. Again the twelve students who separated from 37 samples, grouped into two and asked by FGD. The question contained 12 open ended questions. They asked by their native language in afan Oromo.

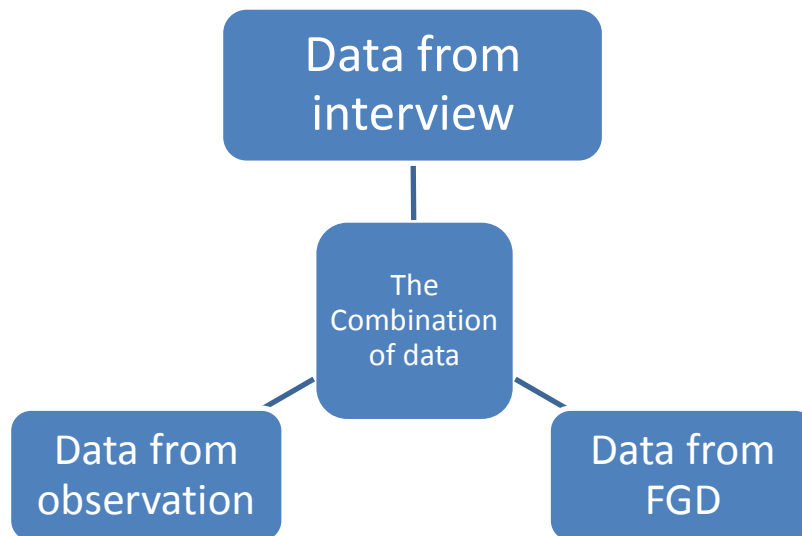
### **3.5 Pilot study**

A pilot study was planned and it was conducted before starting the collection of data. This helps the researcher to review and to restructure the tools for data collection in order to obtain information that focuses on the research questions and to develop a deeper understanding of the situation to be studied. Researchers must practice the tools for data collection that they will use in carrying out their studies before conducting the actual research to help them be acquainted with these tools before conducting the research also themselves as researchers (Drew, Hardman and Hosp, 2008)

For a pilot of the study the researcher conducted the research area that educational and psychosocial challenges of students with visual impairment which focused to grade 5-8 as the participants give as much as possible the reliable information. Also, the researcher informed to the participants as they have appointment and pre ready before they have discussion with the researcher.

### 3.5. Data Analysis and Interpretation

Data analysis is the process of evaluating data using the logical and analytical reasoning to carefully examine each component of the data collected or provided.( *Edewin Perez, 2019*), in this research, the collected data through interview, observation and group focus discussion analyzed thematically.



### 3.7. Ethical Issues of the Study

Human experimentation has been conducted even before 18<sup>th</sup> century. However, the ethical attitudes of researchers drawn the interest of society only after 1940's because of human exploitation in several cases. Professional codes and laws were introduced since then in order to prevent scientific abuses of human lives. The Nazi experiments led to the Nuremberg code (1947) which was the leading code for all subsequent codes made to protect human rights in research. This code focuses on voluntary informed consent, liberty of withdrawal from research, protection from physical and mental harm, or suffering and death. The major ethical issues in conducting research are informed consent.

According to Armiger:“it means that a person knowingly, voluntarily and intelligently and in a clear and manifest way, gives his consent” Beneficence-do not harm: the ethical principle of beneficence refers to the Hippocratic “be of benefit, do not harm.” Beauchamp and Childress, suggest that “the principle of beneficence includes the professional mandate to do effective and significant research so as to better serve and promote the welfare of our constituents.” Based on the above ethical issues in conducting research description the researcher will ask the interest of participant by informing them that the research doesn’t matter in their life and explain the objective of the research that it helps the researcher for graduation.

## CHAPTER 4

### FINDINGS

In this chapter the demography of participants and the result of the study were discussed. Specifically, analysis of back ground information results of the educational and psychosocial challenges of students with visual impairments at Sebeta special school for the blind.

**Table 2: General Background of the Students**

No	Grade	No.of participant			Degree of impairment						Time of VI onset					
					Blind			Low vision			Before birth			After birth		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	5	3	5	8	2	4	6	1	1	2	-	1	1	3	4	7
2	6	3	5	8	3	4	7	-	1	1	-	-	-	3	5	8
3	7	4	5	9	2	5	7	2	-	2	1	-	1	3	5	8
4	8	5	7	12	5	5	10	-	2	2	-	-	-	5	7	12
<b>Total</b>		<b>15</b>	<b>22</b>	<b>37</b>	<b>12</b>	<b>18</b>	<b>30</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>14</b>	<b>21</b>	<b>35</b>

Even if the above table shows the demography of students who were participated in the research in the shortage of spaces it doesn't shows the percentage of numbers, but we should get in the description of the following. Out of 37 total participant students 8(21.6%) of them 3 (37.5%) male and 5 (62.5%) female were from grade five. These students 2 (66.6%) male and 4 (80%) female of them were totally blind, but 1(33.3%) male and 1(20%) female were low vision. Except 1(12.5%) girl seven (87.5%) of students meet these disability after birth because of different disease. Eight (21.6%) students 3(37.5%) male and 5 (62.5%) female were from grade 6. When 3 (100%) male and 4(80%) female were completely blind, one (20%) female was low vision. All of them 3(37.5%) male and 5(62.5%) female were fought with this disease after birth because of accident and different disease.

Nine (24.3%) respondents 4 (44.5%) male and 5 (55.5%) female were from grade 7; out of 9 (24.3%) grade 7 students 2 (22.2%) male and 5 male (55.5%) were blind and 2 (22.2%) male were low vision. From grade 7 participants except 1 (11.1%) male student 3 (33.3%) male and 5 (55.5%) female students were impaired after birth.

Twelve (32.4%) respondents 5 (41.6%) male and 7 (58.3%) female students were from grade 8; out of 12 (32.4%) grade 8 students 5 (41.6%) male and 5 (41.6%) female were blind and 2 (16.6%) female were low vision. From grade 8 participants 12 (32.4%) of them were impaired after birth.

**Table: 3 General Backgrounds of the Teachers**

Characteristics		Male	Female	Total	Percent
Qualification	Certificate	1	-	1	9.1%
	Diploma	2	4	6	54.5%
	Degree	1	2	3	27.2%
SNE trained	Diploma	1	-	1	9.1%
Total participants		5	6	11	99.9%

NB: Total number of teachers (N) =32, number of participants (n) = 11 (34.8%) teachers

The above table shows the characteristics of participants from teachers. From 32 total teachers 11(34.8%) teachers were participated. Out of these participants 5 (45.45%) male and 6 (54.54%) of them were female. When six (54.54%) were diploma graduate, three (27.2%)were degree and 1(9.1%) was certificate, however out of 32 total teaches only 1(3.13%) male teacher was graduated with special needs education (SNE).

#### 4.1 Psychological Challenges of Students with Visual Impairments

**Table 5: How much the SWVI show sadness, inferiority, anxiety, depression and other behaviors?**

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<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Always	11	29.8%
Some times	13	35.1%
Rarely	8	21.6%
Never	5	13.5%
<b>Total</b>	<b>37</b>	<b>100%</b>

---

**Table 6: How much the SWVI show sadness, inferiority, anxiety, depression and other behaviors?**

---

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Always	5	45.4%
Some times	3	27.3%
Rarely	2	18.2%
Never	1	9.1%
<b>Total</b>	<b>11</b>	<b>100%</b>

---

As we understood from the above tables 37 students with visual impairments asked whether the students with visual impairments show sadness, inferiority, anxiety, depression and other behaviors? The result showed that the majority of the participants 13(35.1%) showed their agreement sometimes.

Whereas, 11(29.8%) showed their disagreement always and 8(21.6%) rated rarely. This implies that there is a tendency of sadness, inferiority, anxiety, depression and other behaviors reacted from the students with visual impairments. Adequately, the teachers' implementations have shown that the students with visual impairments showed sadness, inferiority, anxiety, depression and other behaviors. This kind of challenges (sadness, inferiority, anxiety, depression and acting other behaviors) can affect the students' education and future life. In addition to this the participants from teachers and students with visual impairments add their ideas. More of students didn't adapt with Impairments. One grade 7 student expressed his idea as following:

*"I was born in Nekemte district area. I have got this impairment when I was 8 years old. When I was playing football with my friends one of my friend puts his nail into my right eye and my eye was bleeding and my family took me hospital the doctors told me as my eye is out of function. At that time I was a student of grade two. I drop my school for one year and the next year I tried to continuo my schooling with one my eye but I couldn't to continuo my class. My left eye is also disappears after eight months. When I was in grade two, I was a clever student and I want to be a doctor. However, all my needs and dream were destroyed when I was nine years. After that my father brought me Sebeta special school for the blind. I registered into grade two but everything became to me difficult, learning in braille, family missing and always living in dark became beyond me. Up to grade 5 I continued like that. My first ambition was to be doctor currently I don't know what I am going to be. I don't have dream, I am thinking only about my childhood."*

Again some students said that: *"We are glad to get the opportunity of education in this school, but we are living in different challenges. We came from different Oromia regions, as you know in Oromia in different regions there is the difference of culture, norm, values, pronunciations and etc. although, we don't know our region clothes, foods, norms values and languages."* Continuously, one grade 8 student said that: *"I was born in East Oromia region, I impaired when I was 5 years because of measles disease. I have 2 brothers and 3 sisters. I know all my families. I love my mom very much. But currently I have no father, mother, sisters and brothers I have nothing,*

*I am alone. My father brought me here before 7 years ago; start the day he brought me here no one visited me in this school I missed them very much but I don't know what happened to them.”* Such kind of challenges put the students in unhappiness, depression and anxiety.

**Table 7: How often psychological, physical and social life training given for SWVI?**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Always	0	0%
Some times	3	8.1%
Rarely	5	13.5%
Never	29	78.4%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Table 8: How often psychological, physical and social life training given for SWVI?**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Always	0	0%
Some times	0	0%
Rarely	2	18.2%
Never	9	81.8%
<b>Total</b>	<b>11</b>	<b>100%</b>

**Table 9: How often psychological, physical and social life training given for SWVI?**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Always	0	45.5%
Some times	0	27.3%
Rarely	1	50%
Never	1	50%
<b>Total</b>	<b>2</b>	<b>100%</b>

The students with visual impairments, teachers and school principals were asked whether the school provides training on the psychological, physical and social life practice for the students with visual impairments at Sebeta special school for the blind.

As depicted on table (7), most of the participants 29 (78.4%) showed their disagreement never, while 5 (13.5%) of them showed their answer rarely. During FGD, teachers stated that under table 8 there was no any kind of training for SWVI to promote the students' academic achievements and psychological, physical and social life treatment.

As the school principals, teachers and students said,

*“The students do not get any psychological, physical and social life training starting from the day they enjoyed this campus up to they complete their education from the compound but few years ago the students offered the training how they live, how to use the house properties, how to create new things and produce some house materials in hand craft room, how to move and search the lost things, mobility and orientation, psychological ambition, impairment adaptation by taking model persons with disability, music, sport, computer training, currently one of them training is not available.”*

*One experienced teacher developed the above idea and adds her idea by saying: before while we were teaching the students they were motivate and participate in the class even*

*they compute each of them but now the students were sleeping on the table while the teachers teach, they don't take short note, they want to be outside by mentioning different reasons.*

Altogether, people with visual impairments may suffer from repudiation, umbrage, inferiority complex, anxiety, depression and similar psychological problems because of their incapacity in comparison to healthy people or due to the feeling of low self-esteem.

#### 4.2 The scarcity of basic needs

**Table 10: Do grade 7 and 8 students survive their basic needs (food, shelter and clothes) always?**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Always	7	18.9%
Some times	19	51.4%
Rarely	11	29.7%
Never	0	0 %
<b>Total</b>	<b>37</b>	<b>100%</b>

**Table 11: Do grade 7 and 8 students survive their basic needs (food, shelter and clothes) always?**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Always	4	36.4%
Some times	5	45.4%
Rarely	1	9.1%
Never	1	9.1%
<b>Total</b>	<b>11</b>	<b>100%</b>

As shown in the above table (10) the majority of students with visual impairments (participants) 19 (54.1%) explained their answers under some times;

Whereas 11 (29.7%), of them answered rarely perhaps; 7 (18.9) showed their agreement under always. Furthermore, FGD participants (teachers) 4 (36.4%) of them showed their answer under always while 5 (45.4%) of them said some times.

Regarding to this the teachers, school principals and students who participated in the research responded their answers as the following while they asked about the life and basic needs of the students with visual impairments.

*“The students with visual impairments below grade 6 live in dorm in the school compound with their mogsites/childcare. They get everything from the school. However, the students who learn grade 7 and 8 are live out of school compound in the community by renting house. They government paid them only 400 hundred birr per a month. The use 400 hundred birr for house rent, food, transportation and clothes. Imagine the price of house, one kilo of teff, one litter of oil, soap, sugar, onion, and transport for all the price of these basic needs 400 hundred birr! Because of these problems the students want house from far area or out of the town and live together by being four and above in one class. Other problem is the communities do not rent the house for the SWVIs because of they live together. They avoid the students with visual impairments by adding the cost of the house and mentioning other reasons. Also, the students face different challenges when they come to school and back to home from far areas. As they told me five months of ago one student falls into the hole and injured his leg and dropped his school for 3 weeks.*

Even though, the students said some positive things. *“There is one organization who feed us regularly which is called Ayka fabric We thanked it, but the time that they bring food is too difficult, in the morning they bring around 3 or 4 local time, for lunch after 8 o’clock local time at both time we canceled our classes and keep food. We asked them as they arrange the time for us. Another thing, one NGO which is called HDTO built the dorm for grade 7 and 8 girls students in Alemgena which is far around 10 kilometers from school by the effort of Dr.Abebe Yewalework the lecturer of Addis Abeba University and his friends in 2009 E.C. even if girl students have another challenges they live in that dorm.*

*Again in this year another by two foreign husband and wife (Pat and Merry) build some buildings and share for female students, we hope after few years all students can relief from house problem.*

### 4.3. Lack of Special Needs Education (Trained) Teachers

**Table 12: All teachers have the knowledge of special needs education**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Strongly agree	2	5.4 %
Agree	4	10.8%
Disagree	13	35.2%
Strongly disagree	18	48.6%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Table 13: All teachers have the knowledge of special needs education**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Strongly agree	1	9.1%
Agree	0	0%
Disagree	6	54.5%
Strongly disagree	4	36.4%
<b>Total</b>	<b>11</b>	<b>100%</b>

As the above table showed out of 37 participants 18 (48.6%) of them strongly disagreed and 13 (35.2%) of them disagreed about the knowledge of teachers on special needs education; while 4 (10.8%) students agreed on the question. According to FGD participants 6 (54.5%) of them disagreed and 4 (36.4%) of them strongly disagreed. Altogether, the majority of participants respond showed that the majority of teachers didn't have the knowledge of special needs education.

Teachers are more than the father or mother of the original one for students. Because the original father or mother shares half of the properties of they have for their children. Father or mother supports their children for the life of today, but the teacher is not. He/she gives everything that they have from their mind. They are the sharpener of the mind of students. They clean the way as the children travel on it without any obstacles. All these things are if they are willing, positive, skill full and knowledgeable. As I observed and the participants responded the questions, out of 32 total teachers only one teacher is knows about special needs education. Other teachers graduated from different colleges and universities with different fields and they don't know about special needs education and Braille skills.

The school principal answered the question "Do all your teachers SNE graduate?" "*NO, except one male diploma teacher including of me non SNE graduate but because of I am visual impairment teacher I know the students characteristics.*"

One of the student answer the question as following: the question, can all your teachers write and read in braille? "*Except two blind teachers and one female teacher others of them don't know the braille. They know A up to D to check our exam. Even they don't have interest to know. That one female teacher is not SNE teacher she knew by her effort by asking clever students in class and out of classes.*" Other students supported the idea of a student. And continued their additional ideas by saying, "Even they don't know how to teach students with visual impairment..." the researcher continued the question related with this topic, " do all your teachers teach you by using different teaching methods by concerning the students' needs, capacity, degree of impairment, academic performance? The participants' response:

*"We are different by academic performance and by degree of impairment some of us partial sight, some of us total blind, those partial students can learn by braille and regular words. But none of them write the words on the black board. They use only the lecture method even they said "you, here, look" while they are teaching. They don't respect their time to in and out from class."* When the researcher observed the classes, the problem is beyond the students' expression. Only one Afan oromo teacher is occupied with different teaching materials. Others of them within twice observations

they do not respect their time to in class, no any teaching aids, no lesson plan, no different teaching methodologies, no motivating students to participate on the lesson and no appreciation for the students' simply entering class and read the lesson which is written on text book. This gap came from the teachers non special needs trainers.

#### 4.4. Unorganized Resource Room

**Table 14: The resource room always gives service for teachers and students**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Strongly agree	0	0%
Agree	0	0%
Disagree	8	72.7%
Strongly disagree	3	27.3%
<b>Total</b>	<b>11</b>	<b>100%</b>

According to the above table from FGD participants 8 (72.7%) of them disagreed about the services of resource room while 3(27.3%) of strongly disagree. Resource room is a room in regular or special school, with equipment. In this particular room teaching-learning materials should be available at all, levels of educational institution for inspiring learning for learners with special needs. For many children, a low vision device can be an extremely versatile kit. An availability and usage of resources and adapted materials as well as school facilities is part of the contributing factors in supporting pupil with low vision. When a school is well equipped with the basic teaching and learning materials, the teachers will use it properly and the teacher's job becomes easier and the learning outcomes of all learners will be improved.

At Sebeta special school for the blind the teaching materials are not in one organized room. Some of materials are in the library; some of them are in the computer class and others of them in the resource room. The teachers are claimed the school because of the resource room is closed before two years. The reason of it closed the teachers couldn't use teaching aids in the class.

They blamed to the materials distributed everywhere and as its difficult to enter the resource room because of dust. They mentioned totally as it is out of function. The researcher asked the school directors “Why the resource room is not give service for the teachers and students?” The school director said that, *“before two years ago there was one female teacher who is called Mrs. Meseret. She was the teacher of braille and the resource room worker; she was sick and left her job. After she resigned her job no body except the key of the resource room I have asked the teachers repeatedly as one them took the key and work in it but no one did that.* The researcher asked the next question; “Why they refused it, why don’t you reduce the classes from one of them and give the responsibilities?” school director, *“The problem is not the load of class, most of them have additional job at their home. They want to go when they are free and they won’t to stay here from 2:00 o’clock up to 9:00 o’clock, because of this I can’t enforce any of them.”*

#### **4.5. Inability of Using Assistive Technologies**

**Table 15: All teachers use assistive technologies in classrooms**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Strongly agree	0	0%
Agree	0	0%
Disagree	7	18.9%
Strongly disagree	30	81.1%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Table 16: All teachers use assistive technologies in classrooms**

<b>Scale</b>	<b>frequency</b>	<b>percent (%)</b>
Strongly agree	0	0%
Agree	0	0%
Disagree	0	0%
Strongly disagree	11	100%
<b>Total</b>	<b>11</b>	<b>100%</b>

In order to the above table description out of 37 participants 30 (81.1%) of them strongly disagreed and 7 (18.9%) of them disagreed about the using of assistive technologies by teachers. Based on FGD participants 11 (100%) of them strongly disagree about the teachers' skills and use of assistive technologies.

The school principal mentioned as they have some assistive materials and no trained person with them. There are some assistive technologies are available at Sebeta special school for the blind. For instance, JAWS screen reader, Kurzweil, Magnifier, embosser, auditor (tape recorder) and other computers present. However, the school doesn't have any person who trained in computer and with these assistive technologies. As the school directors and teachers responded the question, "What kind of assistive technologies do you use to support your students?" they said that, *"We have different assistive teaching technologies, you can see them in library and computer class, but any of us have the knowledge of these materials. Before there were two foreigners who use these materials and teach students with these properties now they are not around they went their country. After they leave, there was one teacher who is called teacher Ketema who supported these students with these materials. He has the knowledge of this materials and computers but five years ago he has finished his working time and he retires. After that the students didn't learn with any assistive technologies."*The researcher find teacher Ketema and asked, *"Starting you resign the job the students didn't learn by computer and assistive technologies. why don't you support these students voluntarily or with some incentives?"*

Teacher ketema said that, “I have tried to support the students with incentive not by voluntary, but the school didn’t accept that, without any payment I can’t help them.”

Altogether, the school directors and teachers believe to that the SWVI should learn by assistive technologies, unless and otherwise the students can’t get the knowledge and skill of assistive technologies to guide their future life.

#### **4.6. Students Assessment Problem**

The researcher observed the critical problems of the teachers on the assessment of the students in class rooms. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning. The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both respond to the information it provides. Assessment can do more than simply diagnose and identify students’ learning needs; it can be used to assist improvements across the education system in a cycle of continuous improvement. A good classroom assessment plan gathers evidence of student learning that informs teachers' instructional decisions. It provides teachers with information about what students know and can do. To plan effective instruction, teachers also need to know what the student misunderstands and where the misconceptions lie. In addition to helping teachers formulate the next teaching steps, a good classroom assessment plan provides a road map for students. Students should, at all times, have access to the assessment so they can use it to inform and guide their learning. Students need frequent opportunities to reflect on where their learning is at and what needs to be done to achieve their learning goals. When students are actively involved in assessing their own next learning steps and creating goals to accomplish them, they make major advances in directing their learning and what they understand about themselves as learners.

Beside this at Sebeta special school for the blind, the way the teachers assess their learner can’t improve the knowledge of the students and build competence between learners. Although, it’s difficult for teachers to know the individual interest and capacities of each students and to use other teaching methodologies for the next classes.

As the researcher observed the classes while they were teaching most of the teachers do not have questions at the end of their lessons to evaluate the students understanding; simply they said do you understand? Is it clear for you? The students said in mass “yes it is clear” These questions can’t be evaluating the students understanding. Again the teachers do no prepare the test questions like fill in blank spaces, give short answer, and essay writing except multiple choice and sometimes true or false; because of they can’t write and read in braille.

#### **4.7 Lack of Quality Education in School**

The researcher argued with himself after he collected data through interview, focus group discussion and observation from teachers, students, school principals and classroom observations. The main point was about the quality education at Sebeta special school for the blind. According to the participants’ response everything that raised under questions and discussion had challenges. For example, there was a problem of trained persons in school, the shortage of materials (books, students’ chairs and tables) the students’ filling on their life and the social acceptance in communities are under comma. Because of all these full of challenges the researcher doubtful on the provider of quality education at Sebeta special school for the blind.

## **CHAPTER 5**

### **DISCUSSION**

Under this chapter the finding of unit four discussed based on the educational and psychosocial challenges of students with visual impairments at Sebeta special School for the blind. Whereas, the discussion is focused on the research questionnaires and the objectives of the study. The data collected through interview, observation and focus group discussion from students, teachers and school principals were discussed as following.

#### **5.1 Challenges observed**

Many challenges were identified in this study regarding the educational and psychosocial challenges of students with visual impairments.

##### **5.1.1 Lack of psychological supports of SWVI**

The students with visual impairments need additional supporting more than other normal/visual students. Children with impaired vision or blindness exhibit different range of emotional physical complication. They feel themselves compromised, victim of some sort of evil, exhibit stereotypical behavior such as anxiety, depression or excessive thought. They face difficulty in social interactions and making contacts and thus prefer to live in isolation.

Based on the researcher observation and the data collected through interviews and FGD from the students and teachers most of the students want to be alone. One special needs teacher said *“some students always filling sad, frustrate, depression and some psychological challenges. These kinds of challenges affect the students’ life style and education. These kinds of students most of the time cannot communicate with their*

*friends and other persons. They do not play different games with other students and they isolate themselves from others. Even they want to sleep on the table while the teacher is teaching, they are not voluntary to listen teacher and to participate in the class and sometimes they want to hide themselves under table.”*

The researcher tried to discuss with 3 female students those who felt in sad and depression about their life, family backgrounds, ambition and why they want to be alone always. Only one grade 6 students said, *“I am 18 years old, before I came here I have two girlfriends. We were neighbors and we joined school together. I injured my eyes when I was in grade 3 because of disease. My friends are learning grade 11 but I am learning grade 6. When I am thinking to have friends from here, I remember my childhood friends and I leave to have friends. It’s the reason why I want to be alone most of the time.”* For all these challenges the students need additional supporting.

### **5.1.2 Social acceptance**

The community is more responsible for persons with different disabilities to recover the students with visual impairments challenges and to make them out of discrimination. The school director explained the social acceptance of persons with disabilities. *“Many people in our country do not want to associate with persons with disability; they consider them hopeless, weak, poor and dependent who have no contribute anything in the country and society even some of the community believes as the disabled persons can’t do anything for themselves and others. Once up on a time, we wrote letters to all 8<sup>th</sup> kebele chairmen as they come and visit the performance and talents of students with visual impairment with the societies; we ready with everything but no only few of people came and visited us. Again we wrote the supporting letters for many of industries in Alemgena to repair the students sitting and tables if it’s possible also to buy new of them but we didn’t get any support also we contact them face to face but no one give us anything. We understand that the community has no idea about persons with disability.”*

The non-disabled persons' refusal to accept the individual difference that persons with disabilities have possessed; and the deep-rooted misunderstanding "disability is inability," denied children with special needs to equal opportunity of education (Tirussew, 2005; UNESCO, 1994).

If the environment in which learning occurs is not supportive to students with visual impairments, their learning will automatically be interrupted (Johnsen, 2001).

Discrimination can also have adverse effects on higher mental functions. When children have limited opportunity to, or facility in, watching, imitating, and interacting positively with others, the development of higher social, cultural and psychological skills may be affected negatively. Limited social experiences also may hinder language development, which, in turn, leads to a diminished level of linguistic interaction since the children will have less opportunity to communicate. This lower level of language development completes the critical circle by restricting and therefore affecting social interaction (Vygotsky, 1978).

### **5.1.3 Lack of Regular Meetings with SWVI**

It is important to hold regular meeting with a support team, particularly those who will be working directly with the students. This provides the opportunity to discuss daily, weekly or long-range program plans, to become familiar with the topics and vocabulary that will be taught and to discuss necessary adaptations(Heather and Stepehn, 1997).

The students with visual impairments at Sebeta special school for the blind was blame the school principals and teachers. The students said, *"We tried to have meeting many of times with the school principals and teachers to discuss about the problems that we have faced in this school. But, the school principals didn't accept our questions;they refused us when we ask about our right, when we asked them in their office they punished and bulldozed us, even they call to our family and told them as we be disturbance student and they reduce our marks. Because of these we do not have meeting with our friends and teachers. For instance we don't have claps in our school and no any participation in our school."*

The researcher asked the school principals whether they have or not regular meeting with their students time to time and how they punish the disturbance students. The school principal said, *“The students with visual impairment has bad behavior, they don’t think positive, always they are thinking negative, we don’t have meeting with them because of they are asking about school facilities, materials and their benefits, when we answer the questions they do not believe and accept us. In other ways they have right to ask the questions and to get solution because their question is beyond us. We can’t solve any the school problems since we don’t have any budget and we asked the government repeatedly but no solution. The punishment is based on their actions, the simple punishment is oral warning and advice the strong punishment is call their family and suspense a child for few days and reduce their marks also. Since we have a low budget from the Government we use only local made teaching materials. We cannot provide good teaching materials such as computers, video and audio systems. When we use the locally made teaching materials, some of the children do not show any interest in learning.”*

#### **5.1.4 Lack of School Facilities**

The school facilities are the properties or resources that used to run the process of teaching and learning. These materials are like classes, library, resource room, teachers, teachers’ staff, students’ books, chairs, tables, and computers. In Sebeta special school for the blind the biggest challenge faced by teachers and students from school facilities students sitting/chair and tables. In classroom no enough and proper chairs and table. Above 75 % of chairs and tables destroyed. From the beginning, the manufactured chairs and tables did not consider the students age and class level. It has the same length and width for grade one up to eight. The students from grade 1-4 and the short students can’t reach on the table to write on it. Because of most of the chairs and table crashed the students move chairs from one class to another classes at learning time said the teachers. These kinds of actions make chairs and tables malfunction and make the students with visual impairment confuse on their regular places and tiered them. There are inaccessible physical environments including school compound, classrooms, buildings, pathways etc. (Tirussew&Alemayehu, 2007).

The school director said, *“These chairs and tables have long years, I remember all these properties brought here when I was in grade 7 in this compound this means it’s above 18 years. It is difficult to talk about this school. Everything is reduced in this school time to time. Five years ago when I began a director in this school, I have asked all things Oromia Education Bureau and the other government bureau who these problems indicate. When I asked them repeatedly, the Oromia education bureau told me as they are going to close the school because of budget. However, after the government changed we apply our letters to Minister of education in Ethiopia (MoE), then we got the urgent response from government in 2011 E.C. the government observed our school and the school compound, the students’ dorm and the buildings are renewed. Again the prime minister of Ethiopia Dr. Abiy Ahmeds’ wife Mrs ZinashTayachew promised us to renew all areas and covers all facilities for our school. Currently, we are hopeful; some NGO’s also started to help us.”* Hence, many educational settings in Ethiopia are not conducive and friendly enough to accommodate students with disabilities (MoE, 2012).

Almost all reviewed research investigations have indicated the gravity of resource limitations for educating children with special needs:

- Significant barriers limit full participation of students with disabilities, such as lack of adaptive educational materials and facilities, lack of trained trainers, and systematic exclusion of students with disabilities (Abebe, Pirttimaa&Saloviita, 2015);
- Lack of budget and learning materials allocation, and commitment (Demisew, 2014);
- Inadequate resources for learning: text books and reference materials not available in braille, no adequate slate and styles, lack of hearing aid, inadequate books, reading materials, tape/voice recorders, scanners (Tirussew et al. 2013);
- Students with disabilities face financial limitation (69.9%), uncooperative faculty members (49.1%) (Dawit, 2014);
- Facilities such as adapted toilet, adapted seats in library, adequate space for wheel chairs, ramps, signage, water supply, play grounds etc. are inaccessible to these children (MoE, 2012);

- Special and inclusive classes either unavailable or when they do they are not equipped with relevant learning materials and teaching aids pertaining to the special needs of children with intellectual disability (Hiwot, 2011);
- Class size, inadequate resources, lack of adapted curriculum and lack of adequate training are the factors limiting the success of inclusion (Gezanhegn&Yinebeb, 2010; Abate, 2010; Tesfaye, 2007);
- The few services currently rendered are mostly sponsored by NGOs and visibly limited rather to urban areas and places where there is relatively better accessibility (SADPD, 2010);

### **5.1.5. Lack of Trained Teachers**

At Sebeta special school for the blind 99% Of teachers were none trained special needs education. The teachers who didn't trained special needs education can't work effectively on the students with visual impairments. They meet the challenges of teaching methodology, using assistive technologies, classroom management, knowing the interests of students with visual impairment and applying different skills.

Trained teachers play a critical role in creating a positive classroom environment and in addressing individual learning needs and providing appropriate educational services(*Patton and Dowdy,2001*)

## CHAPTER 6

### CONCLUSION AND RECOMMENDATION

#### 6.1 CONCLUSION

Based on the current estimated population size of Ethiopia, which is 75 million, overall there are 1.2 million blind people, 2.8 million people with low vision, 9 million children 1-9 year of age with active trachoma, and 1.3 million adults with Trachoma. Over all about one million people are blind from avoidable causes. Cataract alone account for over 600, 000 blind individuals, and for over 1.1 million people with low vision. About a million individual with low vision need spectacles to correct their vision.

Therefore, it is critical to recognize the severity of the problem of blindness and low vision and enhance the government commitment to improve the situation. Improving organization capacity and capability at all levels; formulating focused policy to alleviate and prevent major causes of blindness and low vision; implementing the time tested and cost-effective strategies to prevent and treat major causes of blindness and low vision as described in VISION 2020 and the five-year strategic plan of the country for prevention of blindness (2006-2010); and developing basic infrastructure and human capacity for prevention, treatment and rehabilitation services at all levels need to be given particular attention by the government and its partners in improving eye care in Ethiopia(*By National Blindness and Low Vision Survey 2006*).

*Even if the number of children with visual impairments who enrolled in schools unknown in Ethiopia; some children obtained the opportunity of education in different regions. Sebeta special school for the blind is one of the school who opened chance of education and living for children with visual impairments.*

Vision problems take many forms, with widely varying implications for a child's development and academic performance. Such problems range from relatively minor and remediable conditions to total blindness.

The time of onset also varies and plays a major role in the child's ability to adapt socially and psychologically, as well as to achieve academic success (Wilson, 2003).

Farrell (1990) also indicated that visual impairment will affect child's social, emotional, language, cognitive development, mobility and orientation. The combination of all these effects has an impact on the functioning and learning potential of a child with visual impairment. Therefore, unless these challenges are ameliorated through education-based interventions, the outcome of the child's education will be at risk.

## **6.2. RECOMMENDATION**

### **6.2.1. For Oromia Education Bureau**

#### **A, Generating students in inclusive Educations**

Teaching students with visual impairments with non-visual impairments provides opportunities of social skills, self-esteem, positive attitude and academic achievement for students with disabilities. The general education setting environment often reflects diversity, and it will provide many opportunities for educators to promote the learning of students, provide different instructions, plan, collaborate with peers, and promote social interactions. When students are fully included in the general education setting, the government, schools, teachers and parents will be beneficial in different areas. For example, the money that the government spent for the students in the integrated school for foods, beds, school materials will reduce and help the government and schools to recover other materials like assistive technologies. So that, the government should try to teach the students with different disabilities in their environment and friends by creating special needs education teachers. The advantage of this inclusive education in regular school is, the students do not isolate from their families, neighbors, friends, cultures, norms and environments even they will get the special supports from their friends in school. They easily adapt with the social life.

## **B, Employing Special Needs Education Teachers**

At Sebeta special school for the blind 99% of teachers are non-special needs education (trained) teachers. These teachers do not have the knowledge and skills to teach the students with visual impairment. The trained teachers create a good atmosphere in classroom to teach students with visual impairments by different methodologies. Effective teachers of students with visual impairments employ strategies that support the child's multisensory capabilities in the classroom environment. In order to meet students' educational needs, specialized services, appropriate instructional books, and materials, as well as specialized equipment and technology should be integrated. It's simple to get trained or special needs education teachers for Sebeta special school for the blind; because Sebeta special needs education teachers training college is in the compound of Sebeta special school for the blind.

### **6.2.2 Recommendation for teachers**

#### **A, Improve Teaching Methodologies**

Students with visual impairments require specific interventions and modification of their educational programming. Children with visual impairments require different ways to learn such as touching and hearing to gather information by using other left sense organs.+ Therefore, the teachers should use different tactile objects in the class room to teach student with visual impairments rather than oral descriptions. Recording sounds by reading students text books and use repeatedly in the class room is also good mechanisms to teach them. Students with visual impairments need additional time and the teachers should consider braille reader students slower than print reader.

Children with visual impairments have specific needs and should be educated through a question and answer, discussion with friends' and team approach. Therefore, instruction should be clear in oral rather than written instruction to promote learning that is best for the student's unique abilities and learning needs.

## **B, Having Individual Education Program**

Individualized Education Programs (IEPs) are required by federal law for all students with disabilities. Written by a team that includes classroom teachers, special educators, and the student's parents, an IEP documents the educational and related services a student needs to reach specified short-term and long-term goals (*Perkins 15, 2012*).

Each child who is eligible for special education has his or her own unique set of educational needs, learning abilities, and dreams for the future. All students with disabilities deserve access to an education that will best prepare them for independence, employment, and life after graduation. IEPs are designed to ensure these basic rights and help each child reach his or her full potential. When a child has a disability and is eligible for special education and related services, a team of people work together in determining what special instruction, accommodations, and services the child needs to excel in school as well as daily life.

## **C, Using Music Strategies to Teach**

Sebeta special school for the blind is known by producing the singers and the player of music instrument last years ago. For the instance known artists like Yirdew Tena, Mohammed Zeynu, Chaya, and Ibrahim Ahmed are the singers who streamed from Sebeta special school for the blind. Recently, the students were far from this profession because of the music instruments destroyed and the lack of music teachers.

Students with disabilities have the capacity to participate in music experiences at a variety of different levels of engagement. Music educators need to understand the students' abilities as well as areas of deficit to develop effective strategies to support students' success. Successful inclusive music educators develop creative approaches, maintain high expectations for their students, and utilize principles of universal design for learning to create effective learning opportunities for all students.

Generally, the researcher suggested the following recommendations for the problems those identified under findings and discussions chapters.

- The students with visual impairments at Sebeta special school for the blind should get training of psychological, physical and social life practice by trained persons time to time.
- The school should provide different programs and invite some NGOs, communities, and all stakeholders of students with visual impairments to collect different incomes and give recognitions for the talents of students with visual impairments.
- The teachers should deliver tutorial classes for all students, slow learners and girls students time to time since they need additional time.
- The Oromia Education Bureau should design pre-service as well as in-service training programs for teachers on the specific educational interest to develop the teachers' skills, knowledge, abilities and performances to promote the students interest, independent life, self-stem and academic achievement.
- The education of students with visual impairments should support and facilitate by utilizing assistive technology materials as they use internet for education, research, recreation and assess information.
- Students with low vision should not restrict only Braille, they should try also by large print materials to use their remaining vision to the maximum level they could.

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**Appendix A:  
Instruments of Data Collection in English**

**Addis Ababa University Department of Special Needs Education**

This study will be conducted at Sebeta special School for the blind which focused on educational and psychosocial challenges of students with visual impairment at Sebeta special school for the blind.

The main objective of this research is to explore the challenges that the SWVI faced in school and community and to recommend how to the challenges will solve.

For this matter, you are chosen for these interviews believing that you are one of the persons have close relation with the school teaching and learning process. Bearing in mind these points, you are kindly requested to give your honest opinion on each one of the items. The information from respondents will be kept confidential and will not affect any body in any way. Therefore, your frank and sincere responses will be highly appreciated and are the guarantee for the validity, reliability and quality of the research.

Thank you for your volunteers!

**Interview guide questions for students with visual impairments at Sebeta special school for the blind**

**Personal Information**

- A. Sex\_\_\_\_\_
- B. Age \_\_\_\_\_
- C. grade \_\_\_\_\_section\_\_\_\_\_
- D. level of impairment\_\_\_\_\_
- E. Time when the problem is Onset\_\_\_\_\_
- F. Future plan: to be\_\_\_\_\_

**Choose the correct answer which is very relevant with your experience**

1. What kind of filling you have because of you being VI?  
A. Sad      B. low self-stem      C. nothing      D. other \_\_\_\_\_
2. How much/ often do you miss your families since you are living dorm?  
A. Always      B. sometimes      C. rarely      D. never      E. other\_\_\_\_\_
3. When you met blindness?  
A. Before birth      B. after birth      C. during birth      D. other \_\_\_\_\_

4. What is the cause of your blindness?  
 A. natural      B. sickness      C. accident      D. from family  
 E. other \_\_\_\_\_
5. Do you believe as you have responsibility for yourself, families and country after you grow up?    A. yes, I do      B. no, I don't      C. other \_\_\_\_\_
6. How many times your teachers or other persons gave you psychological, physical or social life training in your school?  
 A. Monthly      B. twice in a semester      C. twice in a year      D. never  
 E. other \_\_\_\_\_
7. How often your teachers give you moral and appreciation in class room while learning?    A. always      B. sometimes      C. rarely      D. poor  
 E. other \_\_\_\_\_
8. How often your teachers use assistive adaptive technology in class room?  
 A. always      B. sometimes      C. rarely      D. never  
 E. other \_\_\_\_\_
9. What kind of teaching methodology your teachers follow in class room?  
 A. lecture    B. question and answer    C. group work    D. discussion  
 E. other \_\_\_\_\_
10. How many of your teachers can write and read Braille?  
 A. all of them    B. some of them    C. few of them    D. none of them  
 E. other \_\_\_\_\_
11. Do all your teachers give you tutorial classes for all pupils, slow learners and girls?  
 A. yes, they do    B. no, they don't    C. yes, some of them  
 D. other \_\_\_\_\_
12. Since you are living here, how your teachers treat you as his/her son or daughter in class and out of class?  
 A. Excellent    B. V. good      C. good      D. poor  
 E. other \_\_\_\_\_
13. Do all your teachers know and call the students name in the class?  
 A. yes      B. no      C. Other \_\_\_\_\_

**Appendix B**  
**Focus Group Discussion for some of SWVI**

Total number of participant: \_\_\_\_\_ boys: \_\_\_\_\_ girls: \_\_\_\_\_

1. Have you attend all your classes and each period every day? If no, why?
2. Do all your teachers have positive attitude for all visual impairments? If yes, how? If no, why?
3. Do all your teachers have the skill of Braille? If not, how they read and check your ex. books and exams?
4. Do all teachers use different mechanisms to teach students based on their interest and impairment?
5. Do all students have enough materials for schooling?
6. Do you have library in your school? If yes, does it full of different books and reference books? Is it organized and easy to find the book that you want? Does it have enough chairs and tables? If no, why?
7. Do all your teachers use different tactile teaching materials in classroom? If no, why?
8. Do you think the society have positive attitude for persons with visual impairment? If yes how? If no, why?
9. Is there anybody who visited you to forward and motivate you in your academic and talent area in this year?
10. Do your teachers give tutor classes for girls and low achiever students?
11. Do you have regular discussion with your classmates and teachers to improve your academic performance? If yes, how is it going? If no, why?
12. If you have any additional points welcome.

## **Appendix C**

### **Focus group discussion for the school teachers**

1. Do you use assistive adaptive teaching materials like tape recorder, magnifier, bold printing books, assistive computer in classroom? If yes, how you use? If no, why?
2. Do you have tutorial classes for all students, girls and low academic achievers? If yes, how many times per a week? If no, why?
3. Is there psychological, physical and social life training for the SWVI as they develop their future life in school and community in your school? If yes, how many times per a week or a month or a year? If no, why?
4. Are the classes size good and comfortable for the sitting arrangement while group work and discussion?
5. How you punish the disturbance students in the class?
6. Do you believe as these students work and live independently? If yes, how and if no, why?
7. What is best teaching method to teach CWVI? Why?
8. Since teacher is more responsible for students, what kind of support do you give for the children who faced with different challenges?
9. Do you have the Braille skills?
10. What kind of filling your students show because of they being blind?
11. If you have any comment welcome.

## Appendix D

### Observation

#### 4.1. Classroom Observation Check List

Put “x” symbol under the provided spaces based on the questions in the table

Keys: 5=Excellent, 4=V. Good, 3=Good, 2=Poor, 1=V. Poor

Teacher’s code \_\_\_\_\_ Subject. \_\_\_\_\_ Grade \_\_\_\_\_ period \_\_\_\_\_ Frequency \_\_\_\_\_

No	Questions	5	4	3	2	1
1	Does the teacher revise the previous lesson?					
2	Does the teacher introduce the new lesson clearly?					
3	Does the teacher have IEP to teach students?					
4	Does the teacher use his/her time properly?					
5	Does the teacher follow different teaching methodology (group discussion, pair work, question and answer,...)					
6	Does the teacher use instructional materials?					
7	Does the teacher use bold print words on paper or on black/white board?					
8	Does the teacher use assistive technology (computer, tape recorder) in the class?					
9	Does the teacher identify his/her students based on their impairment level, academic performance and behavior to give special support in the class?					
10	Does the teacher know and call each student by name to ask and answer questions?					
11	Is the classroom condition (sitting arrangement, tables, black/white board, walls) are comfortable?					
12	Is the classroom gate free from different obstacles?					
13	Do all the students have interest to learn?					
14	Do all the students have participation?					
15	Do the students follow and respect the classroom rules (e.g raise hand to ask and answer questions)?					
16	Do the students respect their teachers and each other in classroom?					
17	Does the teacher give moral and appreciation words for the pupils?					

## **Appendix E: Interview guide questions for school principals**

1. Do all the teachers special needs education (SNE) graduated?
2. Do all your teachers have the braille skills? If not, how they read and check the students ex. books and exams?
3. Do all your teachers have positive attitude for all visual impairments? If yes, how? If no, why?
4. Do you have assistive technologies in your school? If yes what kind of assistive technologies you have? If no, how you support your students?
5. Do all teachers use different mechanisms to teach students based on their interest and level of impairments?
6. Do the teachers use assistive technologies in the class?
7. Do all the students have enough materials like slate, styles, braille paper, white cane, books which printed in braille?
8. Do all your teachers use different tactile teaching materials in classroom? If no, why?
9. What kind of challenges the students who are out of dorm face in the community at Sebeta town around living area and on the street?
10. Do you think the society have positive attitude for children with visual impairments as full citizens? If yes how? If no, why?
11. What is the perception of the society about blindness?
12. Do you have regular meeting with your students and teachers to improve the academic performance of students and to solve the problems faced in school? If yes, how is it going? If no, why?
13. If you have any additional points welcome.