

Addis Ababa University
College of Educational and Behavioral Study
Department of Special Needs

**The State of Services Rendered For College of Social
Sciences Students with Disability at Addis Ababa
University: The Case of Special Needs Support Office**

By
Liyuwork Esmelealem

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A Thesis Submitted In Partial Fulfillment of the
Requirements for Degree of Masters in Special Needs
Education

Advisor: Sewalem Tsega (PhD)

Dec., 2019
Addis Ababa

Statement of declaration

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

Declared by:

Name: Liyuwork Esmelealem Hailu

Signature _____

Date: 15/11/2019

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Approved by board of Examiners

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Advisor	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date

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Acronym

AAU	Addis Ababa University
ADA	American Disability Act
AFB	American Foundation for the Blind
CDC	Centers for Disease Control and Prevention
CEBs	College of Education and Behavioral studies
CEBSAU	College of Education and Behavioral Study of Addis Ababa University
CRPD	Convention on the Right of Person with Disabilities
CSS	College of Social Sciences
dB	decibels
DDA	Disability Discrimination Act
EDPM	Educational Planning and Management
FDREME	Federal Democratic Republic of Ethiopia Ministry of Education
HATs	Hearing Assistive Technologies
HEIs	Higher Education Institutions
HEP	Higher Education Proclamation
ICF	International Classification of Functioning, Disability and Health
IDEA	Individuals with Disabilities Education Act
NFB	The National Federation of the Blind
NIDCD	National Institute on Deafness and other Communication Disorders
SwPI	Student with Physical Impairment
PWD	People with disability
SwHI	Student with hearing Impairment
SNSO	Special Needs Support Office
SWDs	Student With Disabilities
SwVI	Student with Visual Impairment

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Abstract

As one of the biggest educational higher institutions Addis Ababa University has been structurally established composing different departments, offices and responsible bodies. Among other, Special Need Support Office is the one meant for providing supports and services to Students with disabilities. The purpose of this research was therefore, to examine and making a thorough study on the service and support provisions, the challenges faced, the opportunity gained by College of Social Sciences SWDs at Addis Ababa University Special Need Support Office, and recommend perceived solutions that helps to meet the office's objectives and SWDs educational success. With qualitative method and descriptive case study design primary and secondary data were assessed. The researcher's personal observations were also added to consolidate the study. Primary data were collected through developing semi structured interview guide and data from selected SWDs were captured. After the data analyzed the findings showed the existence of gaps on services and supports that affects SWDs educational & material, economical, psychological & social achievements and need to take corrective actions as necessary. The research is concluded through proposing recommendation.

Key Terms: Services and Supports, SWDs, SNSO, educational achievement

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The numbers of students enrolling in higher education are increasing (Moriña, 2017) and universities, which providing services to SWDs, have increasing in the past years throughout the world; though students with disability could not get enough and equal degree of supports and services in different countries and within the country itself (Kouroupetroglou, et al., 2011).

Nevertheless, to make them successful, providing effective academic services for students with disabilities is becoming necessary, which among others thorough planning, appropriate organizational scheme, human resources with specific expertise, advanced technological support, considerable implementation effort and functional evaluation (Kouroupetroglou et.al., 2011).

On the United Nations Convention on the Rights of Persons with Disabilities article 9, people with disabilities should live independently and practice fully in all life situation (CRDP, 2006). In order to ensure this right for individual with disability on equal base with others, physical, social environment, accessible transportation, information & communication technology and other facilities & services should be a precondition at all levels of higher institutions (CRDP, 2006). These all indicated, students with disabilities require a variety of supports, services and program modifications to be able SWDs to pursue successfully in their study in higher education (Mont, 2007).

Since its establishment in 1950 Addis Ababa University did not have a support office for students with Disabilities. It is in 2006 that the university established its first ever Center for Students with Disabilities under the Dean of Students. Rendering services and supporting to

SWDs in all higher education system become common to make special need students successful in their study.

This is because the dynamic situation and diverse demand of the students with disability has increased and altered with the technological advancement of the time. This situation obliged higher education to develop and use innovative ways of supporting student with disabilities to accommodate their continually evolving needs (Kioko and Makoelle, 2014).

Thus, This study is thereby, focused on inquiring the existing establishment, exploring and measuring the quality of educational, psychological, financial, material and social services and supports rendered by Special Need Support Office found at Addis Ababa University 6 kilo main compass. Though Special Need Support Office renders services and supports for all undergraduate students with disabilities the study centered on College of Social Science SWDs.

1.2 Statement of the Problem

When a student with disability is fresh to new environment or to any novice activity in higher education it is known he/she faces some kinds of confusion or temporary difficulty until acquire some experience and acquainted with that specific situation. Herridge (2017) explained this that transitioning from secondary school to a post secondary institution can be a stressful situation. However, for students with disabilities, it becomes a very burdensome experience (Getzel, 2008). Though further studies is required to know the situation of students with disability to successfully completes his/her higher education, still there is an indication of challenges for student with disability in a higher education.

As one of the largest university of the country, Addis Ababa University has accepted students with disabilities to enroll them in its inclusive educational programs. The university has also given due attention to support students with disabilities and has established the Special Need Support Office (SNSO) based on Article 40 of HEP 650/2009, Senate Legislation under article 172.2. The office is meant for students with disabilities to provide different services and supports in the process of building up their university study.

Establishing an office is one of the major steps but not an end goal. In placing the required services and support to those students based on their need and in sustainable way is also demanded.

As a responsible body, our perception and thought towards people with disabilities in general and students with disabilities (SWDs) in particular need special sense of attentions. The attention which one ought to give for SWDs should begin at the early stage of disability. Our judgmental inference may sometimes direct us to a wrong understanding about the disabilities (Osfield, 2012).

Over the years since its establishment, the Special Need Support Office has tried to offer educational & material support, human assistance, counseling service, technology service, accessibility training, prosthetic material supports, and financial support. Moreover the office undertakes various researches & other activities on disabilities.

However, according to the study by Tirussew (1995) on the psychological and educational profile of Students with Disabilities, the research undertaken by the office did not cover services rendered, challenges faced, opportunity gained and supports provided to SWDs to explain the reality on the ground. Moreover, there are many researchers who have made studies on accessibility and barriers of accommodations. Among others: “Accessibility of Higher Education for Students with Disabilities (Department of Special Needs Education College of Behavioral Studies Addis Ababa University [DSNECEBS AAU] 2014), “Assessment of the Situations of Students with Disabilities in Ethiopia Universities” (Addis Ababa University College of Behavioral and Studies Department of Special Needs [AAU CEBSDSN] 2014), “Policy and Provision for Students with Disabilities in Higher Education” (Yared, 2008), “The Provision of Support Services for Students with Disabilities in the Selected Higher Education Institutions of Amhara Regional State-Ethiopia” (Getachew, 2018).These were a few researches to mention.

But none of them have studied to show the gap of services and supports provision of Special Need Support Office to SWDs of Addis Ababa University. Thereby, this research inquired the extents and quality of educational, psychological, financial, material and social supports as well as the opportunity gained, challenges faced and perceived solutions for the challenges need to be investigated.

1.3 The Research Questions

The purpose of this study was to dig out answers for the following basic research questions:

1. What are the types of services or supports rendered by special needs support office to students with disabilities?
2. How the SWDs described the challenges faced on support and service?
3. What opportunity of SWDs gain from the services and supports rendered by SNSO?
4. What are the perceived solutions to fulfill the gaps Service and Support provisions by SNSO?

1.4 Purpose of the Study

This study will contribute for improving the quality services rendered for SWDS by Special Needs Support Office of Addis Ababa University through describing the state of the existing delivery of services and supports. The findings, conclusion and recommendation of the study were to give valuable information to the SNSO. It also guides the SNSO professionals who work on providing services for the student with disability. It is added to the literature in the field and lays a base for professional who are interested to conducted further study in the area. The study is also significant to student with disability in that is presents the existing conditions and challenges that have to be solved through the involvement of concerned governmental and nongovernmental organization. Furthermore it suggests ways to develop the awareness of the student without disability, academic staff and administrative staff regarding the concept and the conditions of the student of disability in AAU CSS.

1.5 The Objective of the Study

1.5.1 General Objective

The general objective of this study was to describe the current status of services and supports delivered by Addis Ababa University Special Need Support Office (SNSO).

1.5.2 Specific Objectives

The specific objectives of this study were:

- ❖ To identify the types of services or supports rendered to students with disabilities by Special Needs Support Office;
- ❖ To identify and describe challenges SWDs face in the learning and teaching process when they get services or supports;
- ❖ To inquire opportunity gain by SWDs from the services and support rendered;
- ❖ To suggest perceived solutions to fulfill the gaps of SNOS to provide services and supports;

1.6 The Scope of the Study

The study focused to investigate challenges and status on the delivery of services and inquire opportunity gained by college of social sciences students with disabilities taking Special Needs Support office Addis Ababa University as study area.

1.7 Delimitation of the Study

This study delimited to Addis Ababa University SNSO. As this is a descriptive case study, it might not be generalized to other types of services to students with disabilities.

1.8 Limitation of the Study

Since this studies is under taken based on one center that provides supports and services for CSS SWDs. The finding of the study does not show the general situations of other Higher Institutions in Ethiopia. In addition the study does not cover services rendered to SWDs outside of SNSO. Therefore, the result of this study depends on samples of the population of the CSS SWDs only services and supports rendered by SNSO.

1.9 Operational Definition of Terms

Disability:

In this study disability refer to any continuing condition of impairment (physical, sensory, or some combination of these) that restricts or limits or substantially affects a person's movements and senses.

Students with disabilities:

Here it is define as those students who have registered to enroll in AAU College of Social Science and have an impairment either physically or sensory.

Services:

It is activities that deliver certain kind of duties and responsibilities to its final users (SWDs).

Support:

It is provision of educational, psychological, material, economical and social aid to SWDs.

Technologies:

Technologies are devices created by the technological advancement in order to minimize the impairment conditions and used to pave the difficulties faced by SWDs.

Impairment:

Impairment is problems in body function or alterations in body structure.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

There are many literature's which have been written about people with disabilities in general and students with disabilities in particular. However, many of them tending towards accessibility and barriers of accommodations of Higher Education Institutions (HEIs) (Wolanin & Steele, 2004). Somehow, challenges were also discussed related with accessibility, learning aid and accommodations in higher education for SWDs and also gain ground in many countries (Wolanin & Steele, 2004).

Ethiopian literature on the challenges and opportunities of services and supports provision for SWDs does not have comprehensive findings (Yared, 2008). This research is so, focused on the state of services and supports provisions as well as the opportunity gained and challenges faced by SWDs in Ethiopia particularly in Addis Ababa University, SNSO.

When we come to the right to support and provide the necessary services for PWDs in Ethiopia in general, it has been taken a number of legislative and policy steps that indicate commitment to advancing the rights of persons with disabilities and it is well stated that Ethiopia has endorsed among other international law, which states about the provision of equal opportunities, (CRPD, 2010). The above legally accepted ratification also up to standard to be applied in HEIs and it is therefore a responsibility for every public university to provide reasonable services and supports to SWDs in Ethiopia (CRPD, 2010).

Having saying these, this literature review comprises an insight to the background or introduction to the literature review. And then goes on to definition of disabilities, discusses

some of conditions on service and support provisions in Ethiopia as well as in HEIs. Organizational backgrounds were highlighted to show the legal ground on the establishment of the organ that is meant for rendering services and supports for SWDs. The chapter also covered about the challenges on the delivery of services and supports as well as discussed the importance of intervention to fulfill the gaps. Finally, SNSO's as well as Addis Ababa University's current status on service and support delivery were examined from the point of view of opportunity gained and challenges faced by SWDs.

2.2 Understanding the Disabilities from its Definition

According to Mont (2007), there are arguments on the definition of disability, though the medical model has gotten a prime acceptance there still social model of disability, which conceptualizes disability as arising from the interaction of a person's functional status with the physical, cultural, and human functioning environments.

The definition includes the individual's abilities and the activities in which they can take part to the extent of all characteristics of the society. On the other hand the happening of disability should, however, be interpreted with care. This is because different countries put the definition of disability from their point of view of the individuals' impairment (Mont, 2007).

The world Health Organization's has prepared a manual based on International Classification of Functioning (ICF) that gives a description of disability as impairments, activity limitations, and participation restrictions as part of broader classification scheme covering three main domains: Body Functioning & Structure, Activities & Participation, and Environmental factors (World Health Organization [WHO], 2016).

Though these situations exist, Kaplan has cited the American with Disability Act (1990) to define disability as: a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such an impairment (Kaplan, 2000).

Kaplan also cited what the United Nation has given the definition of disability as "Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being (Kaplan,(2000).

Disability Right Commission (1995) defined disability and, which was published on Disability Discrimination Act (DDA) as: a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities (Disability Discrimination Act [DDA], 1995).

There still definition has been given with the types of impairment. The types of disabilities in broad categories include visual impairments, hearing impairments, and physical impairments. However, World Report on Disability (2011) further named as motor disabilities that embrace leg paralysis, impairment of feet, broken ribs, folded hands, cerebral palsy, severe arthritis, dementia, and other types such as behavioral, lingual and aural difficulties or impairments. The broad categories of impairment definitions are stated hereunder.

2.2.1 Visual Impairment

Based on the definition given by Special Education Guide 2013-2019, Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. As the term indicates, a visual impairment involves an issue with sight which interferes with a student's academic

performance. The Individuals with Disabilities Education Act IDEA (1997) officially defines the category as impairment in vision that, even with correction, adversely affects a student's educational success. The term includes both low vision, partial sight, legally blind and total blind (IDEA, 1997).

2.2.2 Hearing Impairment

Based on 2013-2019 Special Education guides, a hearing loss above 90 decibels (dB) is generally considered deafness.

Waleed et al. (2015) cited Clark JG's work and stated severity of hearing loss based on thresholds at individual frequencies as shown in the following table.

Degree of hearing loss	Hearing threshold (dB HL)
Normal hearing	-10-15
Slight	16-25
Mild	26-40
Moderate	41-55
Moderately severe	56-70
Severe	71-90
Profound	>91

Table 1: Hearing loss Measurement

The severity of hearing impairment is categorized by how much louder volumes need to be set at before they can detect a sound. 2013-2019 Special Education guides have described hearing impairment as hearing loss, deafness and profound deafness.

2.2.3 Physical Impairment

Physical impairments are well stated by Osfield (2012) as Conditions that impact the musculoskeletal, connective tissue, or neuromuscular system are physically disabling conditions. Head injury, spinal cord injury, arthritis, rheumatism, intracranial hemorrhage, embolism, thrombosis, poliomyelitis, are some mentioned by (Osfield, 2012). He also tries to notify us the various types of physical disabilities, which indicate that we cannot generalize them in the same state of conditions. One is completely different from the other and the type of support or services they need are also not similar (Osfield, 2012).

2.3 Service and Support Provision for SWDs in Ethiopia's HEIs

As stated by Adams and Brown (2006), higher education institutions have given special attention by structuring their organizational approach to facilitate the learning opportunities of students with disabilities. The academic communities' prospects have been altered and gave acknowledgment to support disability and or SWDs. With the study made in all higher education or universities by Department of Special Needs Education, College of Education and Behavioral Studies, Addis Ababa University (2014) showed the dramatic expansions of Higher Institutions (HI) in Ethiopia, which their annual intake reached 100,000 per annum. The opening of HI and the increasing of annual intake in one way indicate the opportunity of increasing SWDs enrollment in HEIs. These conditions defiantly lead to the necessity of providing the supports and services to those SWDs who join the university (Admas & Brown, 2006). With the same study done by Department of Special Needs Education (2014), SWDs face academic and other challenges due to lack of appropriate special support, services, materials etc. The increasing

enrollment of SWDs in HEIs and the need to fulfill their accommodations require some legal support.

Ethiopia has ratified international conventions to create conducive environment that enhance access to all students without partiality of the students with disabilities (Department of Special Needs Education Addis Ababa University [DSNEAAU], 2014).

The ratification, which is clearly stated on the Convention of access, in many senses includes getting educated with obtaining all the necessary services and supports that lead towards the success of the students' goal (DSNEAAU, 2014). Especially, SWDs need special attention in getting services and supports while they are studying in higher education. The Constitution of the Federal Democratic Republic of Ethiopia, which is adopted in 1995, lays out the states' responsibility for the provision of necessary rehabilitation and support services for people with disabilities (FDRE, 1995 article 41 No.5).

However, Muzemil (2018) has indicated the Ethiopian HEIs general conditions by describing about faculty's attitudes and academic cultures as the major situations that made difficult to progress on the successful implementation of those provisions for SWDs. The reason which he pointed out is that they are reluctant or not attentive about their responsibilities to give the necessary services and supports to SWDs. According to the Accessibility of Higher Education for Students with Disabilities Administration User Manual (2014), there are two major negative attitudes, which can be considered as challenges.

The manual relate the first negative attitude with the unpreparedness of academic units and the second with marginalization, negligence or carelessness to accomplish their duties and responsibilities related to disabilities to the level required (Muzemil, 2018).

When we observe the international experience about conditions of students with disabilities in higher education, they are well protected by a legal framework (Wolanin & Steele, 2004). One of the issues covered by the legal framework is to provide accommodations for students with disabilities. The study shows the needs of accommodations as to provide opportunity for SWDs for all benefits of higher education such like extension of time for scheduled examinations, special parking spaces, access for printing, availing lecture translator, exam type distinction (Wolanin & Steele, 2004). Muzemil (2018) also stated that suitable classrooms, libraries, bookstores, auditoriums, dining halls, dorms, circulation areas, corridors, bathrooms, campus shops, parks, museums, students' clinic & banks, ramp design for buildings, availability of elevator, accessible building entrance are mentioned as necessary list of conditions to be fulfilled for SWDs with in HEIs.

With the study made by Department of Special Needs Education, College of Education and Behavioral Studies (2014) some special disability support services, which are common to all types of disabilities described that Disability Resource Center services, financial support, setting up disability clubs, material support, educational support, arranging invigilators during exams, participation of SWDs in extracurricular activities, arranging appropriate classrooms, special consideration in dormitory allocations and cafeteria services and construction of ramps.

All these services and supports or accommodations indicated by AAU Department of Special Needs Education, College of Education and Behavioral Studies, Muzemil and others should be provided, to overcome the complicated situations and barriers that SWDs face. Some of the problems came from SWDs background that existed before they join to HEIs and can persist during their enrollment in the university. The provision of these services and supports will

reduce those barriers faced by SWDs during their study of the university program and make them cope with non disabled students and successful in their education.

On the contrary, if those difficulties are not tackled through providing the mentioned accommodations, there will have an adverse effect on SWDs enrollment result. Wray (2011) evidenced this by citing Greater London Authority (2007) study that SWDs previous negative experiences on education would have undesirable effect or face an uphill challenge on the progress of their higher education unless they are supported to overcome some additional difficulties. The author state that neglecting to fight against barriers and problems of SWDs ' previous life would result to have a feeling of less energy to combat other difficulties at higher study and take longer time in their journey of education (Wray, 2011)

2.4 Services and Supports for SWDs

According to Natasha et al. (2017), the numbers of students with disabilities who are going to college have increased than ever before and it is important that colleges and universities should understand the experiences of students with disabilities when they reside within the college or university and should create conducive environment as much as possible. This is because these students face a feeling of complexity and tiredness at the beginning and during their staying within the compass. The study made by Hong (2015), shows that students with disabilities often describe college as stressful, which emanate from physical, psychological, economical and social environmental conditions.

Especially the economical factor has great influential power to the others factors because of interconnection between poverty and disability. Schiemer (2017) has cited different authors such as (Barnes and Sheldon 2010; Campbell 2010; Elwan 1999; Lustig and Strauser 2007; Palmer

2011; Peterson et al. 2011; Skiba et al. 2005) and described this condition that the consequences of disability and poverty are often referred to as a “vicious circle”, which poverty can cause disability and vice versa.

Mont (2007) stated that the needs of accommodations vary depending up on the type of disabilities as well as how severe the disability is and the range of functional limitation they have. Some are totally independent, while others may need partial or full-time support (Johnstone, 2001). Thereby, special needs support and provisions of special services are a necessary intervention depending up on the type and conditions of disabilities. The kind of supports and services are classified by types of disability as indicated in the guideline prepared by Addis Ababa University CEBs Department of Special Needs (Addis Ababa University CEBS, 2019).

Our perception and thought towards PWDs in general and SWDs in particular need special sense of attentions. The attention which one ought to give for SWDs should begin at the early stage of disability. Our judgmental inference may sometimes direct us to a wrong understanding about the disabilities. As Osfield (2012) states that knowledge and sensitivities can be developed by interacting with individuals who have disabilities, which in the end enable us to have a concrete understanding about their demand rather than merely depend on our judgmental approach. Through interaction with these students (SWDs) we can recognize what life they actually experience before they join to and during the time of their university enrolment. This will lead us to know the type intervention at the university level and to consolidate the organ (the responsible body) that deals about students with disability based on their actual need.

According to FDREME (2016) support to the education system consists of:

"... regular meetings and training of teachers, teachers' guides, internet resource teachers (with expertise), advising or counseling teachers, adapted learning and teaching materials & equipments, additional expertise e.g. psychologist and the like" (p. 8).

2.4.1 Services and Supports for Student with Visual Impairment

As Almaz cited Alves et al. work, all assistive technology has immense value in helping students with visual impairment to become competent with their peers who are not visually impaired. Assistive technology helps visually impaired students by enabling them to get materials easily and creating conducive environment for accessing them (Almaz, 2013).

Moreover, incorporating appropriate accommodations and supports for visual impaired students will make them successful in their study and the functional limitations they have will not make them be “disabled”, in the sense that they would be able to fully participate in the education system reside in (Almaz, 2013). Among other supports that the university needed to provide for the visually impaired students are assistive technological tools. These assistive technologies can give students, who are blind or have low vision, support to interact in all academic areas. The selection of devices and software is however, dependent upon a variety of factors but students may need to utilize these multiple pieces of technology throughout their program of study (Senjam, 2019). Some of common assistive technology are Text-to-speech software, Braille displays, Braille printers, Braille translate, Personal data assistants, Screen Readers, Screen Magnification, Video Magnifiers/CCTV, Slate and Stylus (Senjam, 2019).

2.4.2 Services and Supports for Student with Hearing Impairment

There are many systems and devices available to assist students who have hearing impairments in accessing the environment. Some devices convey information visually, and some devices enhance auditory information and these devices may be used by individuals of all ages and in a variety of environments, including class rooms, home, work, social gatherings, meeting, hospitals, churches, and theaters.

In relation to support for students with disabilities delegating a note taker can allow them to focus fully on listening to a lecture. A combination of traditional communication, such as lip reading, sign language and present-day assistive technology can balance for issues which make listening disabilities to lectures and participating in class discussions. Students who read lips often need to sit close to the teacher, while those who use sign language may use an interpreter. (Elizabeth, 2019)

According to National Institute on Deafness and other Communication Disorders NIDCD (2019), Hearing Assistive Technologies (HATs) are: Telecoil, Frequency Modulation systems (FM systems), Infrared systems, Audio Induction Loop systems, Personal amplifiers and other accessories to couple hearing aids to media such as phones, radios, computers, and tablet devices (NIDCD, 2019).

Using an amplifying device and other assistive technologies can help students to pick up what the instructor lectured, easily participate in social gatherings, discussion forums and other meetings. In addition NIDCD (2019), have listed and stated some of the following assistive technology to be used to support students with hearing disabilities in particular and people with hearing disabilities in general.

2.4.3 Services and Supports for Student with Physical Impairment

As Osfield (2012), stated that a wide range of conditions may limit mobility and/or hand functions. These conditions also may impair the strength, speed, endurance, coordination, and dexterity necessary for proper hand function (Osfield, 2012). Conditions such as cerebral palsy often involve sensory and speech dysfunction. While the degree of disability varies, students may have difficulty in getting to or from class, performing in class, or managing out-of-class tests and assignments. The kind of physical disabilities were classified by (Neads, 1999). The classification were stating Paraplegia (resulted from injury of the spinal cord, which occur below the neck), Quadriplegia (damage in the neck), Multiple sclerosis, Hemiplegia, Cerebral palsy (damage of brain tissue), Absent/Reduced of limb, Dystrophy and Polio (get through disease). SPI are assisted by wheelchair, Crutches, Prosthetic devices and Orthotic devices.

2.5 Challenges and Opportunity of SWDs

Howell (2000) and Mclean et al., (2003) stated challenges that Students with Impairments faced. Barriers in accessing education related materials, challenges in choosing field of study, stereotyping of the abilities of SWDs, traditional & some negative attitudes, exclusion of some inequalities which are inherent in the higher education system, lack of curricula flexibility and a lack of inclusive teaching and learning methodologies, the skill and unique learning requirement to use assistive technologies, economical affordability to buy and use technologies as needed, the need for technology upgrading as a result of continues change which request capital investment are some challenges SWDs faced (Mclean et al., 2003). The non existence of explicit policy for students with disabilities and the negligibility of such available policy is also a challenge (Yared, 2008).

Based on the description given by United Nations Convention on the Rights of Persons with Disabilities CRPD (2006) a person's environment has a huge impact on the experience and extent of disability. Inaccessible environments create disability by creating barriers to participation and inclusion (CRPD, 2006). As described by CRPD a deaf individual without a sign language interpreter, a wheelchair user in a building without inaccessible bathroom or elevator and a blind person using a computer without screen-reading software are possible of SWDs (CRPD, 2006).

However, these challenges are alleviated through continuous intervention with a certain body established in the higher education. As indicated by Department of Special Needs Education, (2014), there should be general principle to alleviate those challenges that possibly facing SWDs through established system.

Though, the inclusion of issues about SWDs in HE proclamation, the derivation of guidelines about SWDs, existence of inclusive education, availability of adaptive technologies, the provision of IT services, establishment of service center or office are among the opportunities that Student with impairment obtained. The provision of services with established office can bring change on the life of PWDs (Anbesaw, 2009).

2.6 Solutions to fulfill the gaps on Service and Support Provision for SWDs

Osfield, (2012) indicated some of important points to fill the gap regarding provision of services and supports at higher education. Among others the involvement of faculty members, instructors and support office experts should give appropriate provisions of supports and services. Furthermore, creating conducive environment to the participation of SWDs rather than concluding their need based on our Judgmental approach (Osfield, 2012).

The Special Need Support Office should make a strict follow up and make periodical assessment for developing self-reliance, achievements of the stated points and to fill the gap on rendering supports and services. According to Almaze (2013) information and communication technology helps SWDs to develop self confidence in their academic life. For this SNSO along with other stakeholders needs to find a means to fulfill the gaps.

2.7 Theoretical Framework

2.7.1 Disability Model

Though different definitions were given by different concerned bodies, conceptualizing the models and theories are important in changing society's perception on the status of persons with disabilities within the environment they live per (Kaplan, (2000). These models are moral or religious model, individual or medical model and social or political model as Almaz cited Hamele's, Mclean's & Williamson's work (Almaz, 2013).

For the purpose of this study, disability model was conceptualized as per Kaplan (2000) study and enrich the research inquiries. Furthermore, knowing the models can clear people's illusion and believed to direct them on the right track of understanding about disabilities in general and realize the importance of giving the necessary services and supports at least to overcome the challenges they face during their university enrollment or study (Kaplan, 2000).

Disabilities are characterized from the point of view of disability models, which are categorized into four different historical and social models, such as a moral model, a medical model, a rehabilitation model and the disability model (Kaplan, 2000).

The disability model, under which the problem is defined as a dominating attitude by professionals and others, services when compared with society generally, as well as attitudinal, architectural, sensory, cognitive, and economic barriers, and the strong tendency for people to generalize about all persons with disabilities missing the large variations within the disability community (Kaplan, 2000). The disability model recognizes social discrimination as the most significant problem experienced by persons with disabilities and as the cause of many of the problems that are regarded as inherent to the disability under the other models (Kaplan, 2000). Disability paradigm that has emerged in the last two decades, describes disability not as a medical condition or a personal tragedy of the individual, but the product of the interaction between the individual and his or her environment (Almog, 2011).

What are described by Kaplan (2000), as a disability model is most related to social mode as mentioned by Almong (2011) and other researchers. The theoretical framework of this research is also depends on the disability model. Adjusting the environment will bring educational, material, economical and psychological achievement for SWDs in HE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

De Vaus (2006) stated that:

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. (pp 175)

The researcher has chosen qualitative research method where primary and secondary data were collected and analyzed to understand their view on the supports and services provisions of office to students with disabilities. The research has also used descriptive case study with the goal of explaining a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Thus, the researcher finds this design suitable for answering the research question of this study.

As descriptive research is an inquiry in which the researcher analyzes, codes the data for description of themes, interprets the meaning of the information drawing on personal reflections (Williams, 2007). Writes the final report includes personal biases and a flexible structure (Creswell, 2002).

Qualitative research was used because the research is an open ended thought of problems and need to explore and understand the situation. On the one hand as Bryman & Bell, indicated (cited in Daniel C.N and Berinyuy L.P, 2010, p. 21) among the five different types of research designs the researcher chooses a descriptive case study design to accomplish the research. As Yin (2009)

stated that descriptive case study is chosen to explore more specific representative that comprise the cases in the study.

3.2 Study Area

The Study was conducted at Addis Ababa University (AAU) College of Social Sciences. Addis Ababa University is located under Yeka sub city administration specially known as 6killo area. AAU which was established in 1950 as the University College of Addis Ababa (UCAA) is the oldest and the largest higher learning and research institution in Ethiopia. Since its commencement, the University has been the leading center in teaching-learning, research and community services.

The university accepts student with different type of disabilities coming from different part of Ethiopia to undertake higher education program. The University is a pioneer in accepting students specially those students with visual impairment for so many years. In recent years, the university started accepting and enrolling student with hearing and physically impairment. More so, students with different type of disability have preferred the university and enroll to pursue higher education (Almaz, 2013).

Under Addis Ababa University there is a support office known as Addis Ababa University Special Needs Support Office (SNSO). It was established in 2006 by it's primarily name known as Student with Disabilities Center run under the Dean of students. SNSO is currently liable to the academic Vice President of the University. It provides different services to students with disabilities.

The Office also has various objective namely, make conducive environment by creating inclusive education, run awareness creation programs (by preparing sports, game, events of disabilities issues), work for the rights disability, penetrate adaptive technology, provide support in the form of educational and prosthetic materials, build up social and environment conditions, make research on various related issues and develop proposal, prepare training program for Addis Ababa University SWDs , academic & administrative staff, flourish the Addis Ababa University community link-age, establish exam accommodation of blind students in a computerized pool system. In addition to the above stated objectives, the SNSO serve the SWDs through provision of human assistance, counseling service, and financial supports.

The study area has been purposefully chosen by the researcher since the researchers prior knowledge of the university service provision for student with disability and has deep knowledge about the community. This enables the researcher to understand the reality and easily collect data from the research participants.

3.3. Population

The population of this research was Students with disabilities enrolling at Addis Ababa University 6 kilo main campus, college of social sciences and who are assumed to get support from Special Need Support Office. The total number of Students with disabilities during this research conducted was 60. Out of this 51 are students with visually impaired, 5 are students with hearing impaired and 4 are students with physical impaired. In addition to the Students with Disabilities, a total of 8 Special Need Support Office workers and 151 academic and 82 administrative CSS worker were also part of the research population.

3.4. Study Participants

The study participants were students with visually, physically and hearing impaired students who enrolled from first up to third year and who uses the services from SNSO. The primary source of data for this study is students with disability and support office staff are going to be used as key informant to triangulate data. Data for this study also come from the researcher observation. As noted by Eisenhardt and Graebner (2007), case studies can accommodate “a rich variety of data sources, including interviews, archival data, survey data, ethnographies, and observations”. From these the researcher has used interviews, secondary data, observations and focus group discussion.

3.5. Sampling and Sample Size

"Asserted that qualitative research is not mainly concerned with drawing representatives' samples rather it focuses on identifying and selecting cases and or participants that have deep and rich knowledge of the research issues to provide a good insight." (Krueger and Numan, 2006, cited by Jemberu Assefa, 2017 P. 40). Therefore, for this study non-probability sampling is used. Jemberu further described that none-probability sampling is a sampling techniques where the samples are gathered in a process that does not give all the individuals in the population equal chance of being selected (Jemberu, 2017).

Of the non-probability sampling techniques, purposive sampling was employed to draw samples from the study population. Then, out of 60 students with impairments, ten 10 CSS SWDs were selected and interviewed. Out of these 4 were visually impaired students, 3 were hearing impaired students and 3 were physically impaired students.

From Addis Ababa University SNSO 3 worker and from CSS 2 worker (one from academic and one from administrative) have been chosen and interviewed. With regard to SWDs sample size it is necessary to examine the data saturation by looking into the data repetitiveness and get a feeling of no additional data are required to collect.

3.6 Data Collection Tools

Though there are a wide variety of data collection methods in qualitative research, the researcher has chosen an in-depth interview, key informant interview, focus group discussion, document analysis and observation.

3.6.1. In-Depth Interview

An in-depth interview was employed with the selected students with disabilities. This is because they are direct users of the service and supports from SNSO and assumed they have assumed to have knowledge about the kinds of supports and services, the challenge faced and opportunity gained. They have also capable to describe the perceived solutions to the challenges.

To this end, semi-structured interview questions have been developed to understand the underlying reasons, opinions, and situations as well as to grasp the students with disabilities' idea on challenges they faced, opportunities gained and the state of services provided to them by the office.

The interview questions were prepared in English language which participants were asked through guided interviewing method. Interviews were conducted at any available place within the compass where the interviewee's preferred to be interviewed.

3.6.2. Key Informant Interview

In addition the SNSO's workers and CSS worker were also interviewed as a key informant to triangulate the data collection. This is because these key informants have direct connection with the support and service provision so that they know and understand about the services & support provisions, the challenges faced and opportunity gained by the students with impairment.

3.6.3 Focus Group Discussion

The group discussions were made between selected students with disabilities to dig out more about the state of the services and supports. Five representatives SWDs were participated in the focus group discussions (FGD). FGD composed of two visually impaired, two hearing impaired and one physically impaired students. These FGD participants are different from those who are involved on in-depth interview.

3.6.4 Observations and Document Review

Collections of data were consolidated through observation to realize the over-all situations and to meet the research objectives. In the mean time personal observation was done in the place where examination held, SNSO services and supports provision, the type of materials resides in SNSO and the learning & teaching condition of SWDs in class. Some related documents were also used and thoroughly examined to use as source of information and are annexed at the end of this paper.

A few documents were surveyed as a means of primary source of data to understand the research problem intensely. As a result information related to the objective of the study verified and also helped to justify whether identical study were done or not (Marshall & Rossman, 1995).

Secondary materials which are officially published or recorded in the form of magazines or brochures were analyzed to consolidate the primary data obtained.

3.7. Method of Data Analysis

When qualitative research carrying on, data analysis can go side by side with data collection. This means data collection and analysis take place simultaneously Creswell (2009). Thereby, the researcher started analyzing the data as of data collected from the respondents in the form of interview and focus group discussion notes, observation as well as thoroughly assessed related documents.

As indicated on the design part of this chapter, the data analysis was descriptive data analysis where interviewees' responses were directly narrated and analyzed to draw findings.

Themes were checked whether one is construct on the other or not and as necessary a further breakdown were made. Contents or the data set of each final theme were analyzed for purposes of classification, summarization and tabulation. In general, data were recorded, transcribed, coded, categorized, and themes developed.

3.8. Ethical Consideration

According to Walliman (2011), descriptions working with human presences in research need ethical issues. Thereby, ethically, the researcher conducted the interview and discussions with the office workers and students with disability with due respect and through clarifying the objective and significance of the research. The study participants were informed that participation in the study is voluntary and they were free to withdraw from the interview and or group discussion at any time if they feel discomfort. In addition, the researcher informed all

participants about the confidentiality of their responses during and after the research too. All interviews were conducted during working hours using Amharic language and transcribed into English language when analysis was made. The interview took from 30 to 40 minutes in which individual respondents were questionable about a particular issue, experience and event. Participants who were willing to be recorded were taped and voice data remained at hand for easy transcription and to maintain interviewees' response accurate. Notes have been taken properly from those who were not willing to be recorded. At the time of analysis the pseudonyms of the respondents' used for the sake of confidentiality.

CHAPTER FOUR

Results

4.1 Introduction

The first part of the finding provides a description of demographic characteristics of the sample, which is frequencies of age, sex, educational level, and types of disabilities. The second part of the findings provides thematic area of the results, which are derived from interview, FGD's and Observation. The findings of this study organized into five thematic areas such as constant provision of educational and material supports and services, financial benefit from economical support and services, effects of psychological and social supports and services, challenges faced by students with disability and opportunity gained from supports and services rendered.

Table 2: Socio- Demographic Profile of Respondents (SWDs)

No.	SWDs Code	Age	Sex	Types of disability	Year of study
1	S-01	24	M	Students with Visually impairment	3rd year
2	S-02	22	F	Students with Visually impairment	1st year
3	S-03	25	M	Students with Hearing impairment	3rd year
4	S-04	26	M	Student with Physical impairment	3rd year
5	S-05	24	M	Students with Hearing impairment	1st year
6	S-06	25	F	Students with Visually impairment	3rd year
7	S-07	26	F	Students with Visually impairment	3rd year
8	S-08	22	M	Students with Hearing impairment	3rd year
9	S-09	25	M	Student with Physical impairment	2nd year
10	S-10	27	M	Student with Physical impairment	2nd year

Table 2: Demographic Profile of CSS SWDs

In this study there were 10 respondents of which 5 students were 3rd year students, 2 second year students, and 3 first year students. From total respondents 7 are male and 3 female. Most of the respondents fall between the age range 25-26, and some between 22-25.

Table 3: Socio- Economic and Demographic Profile of Addis Ababa University SNSO and CSS worker respondents

No.	SNSO and CSS Worker Code	Sex	Qualification	Specialization	Position	Experience	
						Addis Ababa University	Other
1	St-01	F	BA Degree	Sociology	Administrative assistance	3 years	12 years
2	St-02	M	MA	Special Need	Student with Disability Senior Expert	3 years	12 years
3	St-03	F	10+2	Operator	Photo copier	1year	
4	St-04	M	PhD	History	Assistance Professor	40 Years	10 Years
5	St-05	M	BA Degree	EDPM	Teaching Learning Expert	14 years	2 years

Table 3: Socio- Economic and Demographic Profile of Addis Ababa University SNSO and CSS worker respondents

As a key informant SNSO and CSS worker respondents were interviewed to triangulate the data collected from SWDs. Based on the table presented above the respondents were 3 from SNSO and 2 were from CSS. They all have direct relation on the support and service provisions with various work experience as indicate on the table above. Regarding educational status of the

interviews, 1 participant is a PhD holder from CSS, 1 participant has MA holder from SNSO, 2 BA Degree from SNSO & CSS and 1 is a high school diploma holder from SNSO.

Table 4: CSS SWDs Participants of FGD

No.	SWDs Code	Age	Sex	Types of disability	Year of study
1	SFG-01	26	M	Students with Visually impairment	3rd year
2	SFG-02	25	F	Students with Visually impairment	3rd year
3	SFG-03	23	M	Students with Hearing impairment	2nd year
4	SFG-04	26	M	Student with Physical impairment	3rd year
5	SFG-05	24	M	Students with Hearing impairment	3rd year

Table 4: CSS SWDs Participants of FGD

The participants of FGD were 5 CSS's SWDs. From the total participants 1 participant was from second year and the rest were from 3rd year. Regarding the types of disabilities, 2 of the FGD participants were student with visual impairment and 2 of the participant were student with hearing impairment and 1 participant was student with physical impairment.

4.3 Services and Supports Provide by Special Needs Support Office

4.3.1 Constant Provision of Educational and Material Supports and Services

The researcher has asked SWDs to examine, understand and analyze the type of supports, the extents of services, and the gap of these provisions as well as opportunity gained and challenges faced. The users' (SWDs) interview responses with regard to educational and material supports were directly transcribed without making any changes. The interviewee response of one student

with visual disability (S-01) replied for the question "What type of educational and material support and service you get from the office?" and stated as follows:

"... When I joined the university as freshman student, the support which I got from the Special Need Support Office, were educational and material such like Reams¹ of Brail Paper, stylus² and slates³ per semester and white Cane⁴ per year. As I have been informed by the office, 4 Reams of Brail are the annual quotas, which are uniformly supplied from first year up to third year. The office informed me that at the graduation year, two additional Reams will be added, so that at the final year I expect to get a total of 6 Reams of Brail Papers. From my first year experience I have used 6 reams, which I had added 2 reams myself and expected.

In another instance, though there is computer lab center, most of the time I did not use this service for various reasons. Among others the computers are always occupied by other students. However, I utilize the digital library to supplement my study. I use some brail made reference materials and notes to do my assignments." (Interviewee (S-01), 2019)

Other interviewee Students with Visual disability (S-02, S-06, S-07) has answered this question similar to the above respondents.

The same response was replied by students with hearing disabilities (S-03) as follows:

"... The material provision from the office I get is a printing and copying service. The office allowed up to 120 pages copying service per semester. In addition at the center I use computers to read soft copy reference books as well as lecture notes given in the form of soft copy. We also use computers to work an assignment during my free time." (Interviewee (S-03), 2019)

¹ Ream is a quantity of paper, which contains 480 or 500 sheets

² stylus is a pointed tool for writing (especially on brail), drawing or engraving

³ Stales is metal for 8.5 by 11 inch paper with four lines

⁴ White cane is a stick that people with visual disabled use to walk.

Regarding to the above services and supports another of the key informant from SNSO (St-01) has described some of the assistance given to hearing impaired student as follows:

"Hearing aids are usually provided to those hearing impaired students when they submit a medical certificate." (Key Informants (St-01), 2019)

Another key informant from CSS (St-04) has also stated that as there is a provision of soft copy materials to assist those hearing impaired students. The same findings were obtained from FGD about the support and service of educational and material provision. SNSO allows up to 120 pages photo copy services and support per semester for the hearing and physically impaired students. The person who renders the service at the office strictly follows the rules and do not give any additional photo copy service that exceed 120 pages. On the discussion the participants expressed that for every additional photo copy need, one should go outside the university where the service available with payment. This is also asserted by one of key informant (St-03) that as a result of materials shortage it is only allowed 120 pages photo copy service them per semester.

With regard to material support one of the interviewee (S-09) stated as follows:

"... Wheelchairs, crunch, and other body supports tool are the other material supports I get depending up on the extent of my physical impairment. If any of the above materials lost, it is not entertained to be replaced. Replacement is only allowed for those materials which are not properly functioning and the user should show them physically." (Interviewee (S-09), 2019).

Regarding to the photo copy services the key informant (St-03) has told the researcher a similar response as (SFG-04).

Summary

The finding from the stated educational and materials supports and services by all types of SWDs showed and summarized that the provisions are not consider their special needs and one and the same for long enrollment years.

4.3.2 Financial Benefits from Economical supports and Services

All SWDs were asked to answer the overall situation on the payment made by the university to facilitate their study program. Question "what are the economical support you get and benefits you gain from the budget allocated by the office?" was asked. Almost all types of SWDs have said as they get a payment of 500 Birr per month and an additional 1000 Birr per year to fulfill some of their additional needs such as to buy cloths.

The other economical support is a payment made to exam reader, which is done only during final exam. An amount of 45 birr is allocated for only visually impaired. The key informant from CSS (St-05) has stated about the payment made to exam readers, which is 45 Birr per hour, by CSS as one of educational support provided to visually impaired students.

The respondents have also needed to include the efforts made by senior SWDs, the SNSO officials as well as AAU. The respondent (S-01) has stated the situation how these payments have allowed and have reached to the present amounts as follows:

"These payments have been allowed after many years of straggle made by previous SWDs and have been put into action since 2018/2019 academic year. I personally would like to thank the SNSO officials and the university president who did this payment into effect. Though the amounts are not that much satisfactory, their efforts are paramount" (Interviewee (S-01), 2019).

Summary

The finding of the financial benefit from economic supports and services is summarized that the supply has immense value towards the success of SWDs accomplishment of their university study.

4.3.3 Effects of Psychological and Social Support and Services

From the researcher observation, coordinating and taking the leadership role by senior SWDs (second year and above) to wait new comers SWDs at the gate to say welcome, direct them to a registration office and show them the direction to dormitories, cafe hall and other immediate important places. This situations created social interaction and build the psychology of new comers to cope up with the new environment. To understand this situation questions "Do you get psychological advice from the office? What are social benefits you gain with the programs prepared by the office?" were asked.

The interview response of (S-01) stated as:

"...With regard to development of social relationship, the office uses voluntary senior SWDs to say welcome to new comers at the gate, to show the campus's various places and provide other supports since they have joined the university. The office also prepares a general welcome program at a meeting hall to share experiences, incidents faced and their success story of senior SWDs. On the program we have been informed the different types of services and supports rendered by the office get knowledge on the selection of departments, and so on."
(Interviewee (S-01), 2019).

On the one hand, all SWDs interview response and focus group discussion described that no specific expert who can give psychological advice or a person who can consult on various issues

and problems apportioned as permanent base by SNSO. It is expressed only in a rare case that the office's director offered such an advice to a few SWDs.

Summary

The finding of psychological and social supports and services are summarized that the SNSO coordination the senior students to involve in socializing the new comers helped acquainted them with the university compound and their higher education life. Nevertheless, the absenteeism of psychological adviser resulted psychological problem in SWDs study life.

4.4 Challenges on Material and Educational Support and Services

4.4.1. Challenges faced on Material and Educational Supports & Services

SWDs were asked "What challenges you faced with lack or shortage of educational and material supports?" to understand and know the different challenges, the insufficient provisions of supports and services and reasons for their happenings.

On challenges of material & educational supports and services interviewee (S-01) stated as:

"It is good to have such material and educational support but we could not dare to say the provision is sufficient. This is because the supports were not observed the amount required to accomplish the learning and teaching process, at least the average need. The office supports us only by observing that we are a member of the university and living with disabilities. There is no strict follow up to look into and mitigate our actual requirements. There is no prearranged room for a few SWDs who seat for exam. As a result we take exam at the corridor where we are easily disturbed by people who passed around. When it rain it is too cold to sit outside, especially for examination. They can get enough know how without going far from the Law School disabilities center, which has assigned a dedicated room

where SWDs take exam. With these regards, we have expressed our challenges repeatedly and shared them this practice but still the problems have not resolved yet." (Interviewee (S-01), 2019).

The researcher has also observed lack of examination room that made the exam to be taken at the corridor. This resulted that SWDs were disturbed by sounds, cold weather, wind and the like problems.

Interviewee (S-06) has also said:

"... regarding computer service provision, it seems a deaf center. Majority of the computers were used by hearing and physically impaired students. They even obliged us to leave the room as if the computers are dedicated only for them. This challenge happens because all the time the service controllers were assigned only from hearing and physically impaired students assuming they can manage and secure the materials. To solve this problem we have proposed to allocate students with partial visual impairment but never get acceptance. The other challenge we visually impaired students faced is on the recording tool which we get from digital library. Most of the time it failed to work in the middle of recording. This happens as a result of its mishandling and improper operation." (Interviewee (S-06), 2019).

The Interviewee (S-01, S-02, S-06 and S-07), all focus Group discussion respondents had stated that there are big challenges with regard to exam reader. They all said that to be ready for exam is one thing, and to get exam reader who agreed to help them is another issue. Sometimes exam schedule clashes with exam reader's program or the reader's phone may not work when needed to get them. In addition, when it is the first year student, it is also difficult to get reader. They all expressed that these challenges are not understood by some instructors and need to be addressed by SNSO. Moreover, shortage of notes, reference materials or books prepared with brail,

inadequate basic computer skill training, getting notes reader that exposed them for additional expense are the different challenges visually impaired students (Interviewee (S-01, S-02, S-06 & S-07), 2019).

Instructor from CSS as a key informant has said:

"In my staying in the university for the last 53 years, I have never seen an awareness and notification program for the colleges' teachers regarding about SWDs. I am also witness that during the reign of Hile Selassie, the wives of ambassadors would have habit to help visual impaired students through reading books and giving exam reading service for free will. The exam and reading room was situated at the present post graduate library. " (Key Informant (St-04), 2019).

One key informant from SNSO has also stated about the exam room condition of SWDs. He said that the office has noticed the problem and planned to solve through applying online examination system. For the implementation of the online examination system a guideline has been prepared and expected into effect in the near future. (Key Informant (St-02), 2019).

A hearing impaired students (S-08) stated the challenge faced as:

"I always come to class just to be considered on the attendance, to have a feeling of none absentee and not be regarded as who dislike the class. This is because there is no sign language interpreter assigned. As a result I cannot understand what is said by the teacher. I always retreat myself from the teacher face, fearing that not to be questioned. This condition made me to frustrate and get into psychological influence in my university life. I sometime fall into tear and have repeatedly reported this situation to the center but could not get a response." (Interviewee (S-08), 2019).

The researcher's personal observation has also ascertained this finding by the following statement. Though the SNSO supports and services are good, it is not dare to say that is sufficient. There was no support to smooth the relation between SWDs and teachers in the process of learning and teaching. Some of the back draws observed were: absence of sign language interpreter in class (language is a means to get information and convey once idea. Its absence makes things difficult to communicate).

In addition (S-03) has stated the lack of sign language interpreter as:

"The lack of sign language interpreter made me incapable to pass the test given by the teacher. The teachers always give instructions orally. This condition has made me to misinterpret the oral instruction and wrongly work out the test and lost the marks. I have been greatly disturbed and even could not follow the next classes of that day. "(Interviewee (S-03), 2019).

The other respondent (S-05) has stated this condition as:

"The lack of interpreter is a great problem for me. I assured that I missed beyond half of the lectures given by the teachers and observed the consequence on my exam result. I could not answer considerable questions based on lectures given by the teachers. I and other similar students have made a consultation and thought to omit our monthly budget and need to ask the office to recruit an interpreter with the budget. We feel as we lost what we need to deserve being educated and consider all other activities as secondary and sometimes worthless unless we meet our objective. Beyond this we cannot participate in some conference because of lack of interpreter. The other gaps I have observed were lack of rules, regulations and guidelines that can support us when we are on unsuitable conditions. We have requested some correction on the exam type to be changed providing the reason that we lack interpreter in class. But no one had responded based on our request." (Interviewee (S-05), 2019).

Almost all interview respondents and FGD participants have replied that the 120 pages photocopy and printing services are not enough, which sometimes could not cover a single course.

Student with Physically Impairments (S-10) stated:

"One of the services that the center provides us is to use computer and internet service to support lectures of our education. But I have repeatedly noticed the misusing or abusing of this service for personal needs. Many students use the internet connectivity and computers to see European football. They also play football games winner predicting through payments. During this time, if one needs to use the computers for reading or to make an assignment, he or she clashes with the student." (Interviewee (S-10), 2019).

One of the senior instructor, who was a key informant from CSS, has expressed his response about the burden of physically impaired students. He told the researcher that he has seen repeatedly when they have been carried by volunteer none disabled students to the first and second floor to get their teachers because of lack of ramps and lift. He also said this situation shows that the lack of attentions for those who have special need in the university. (Key Informant (St-04), 2019).

4.4.2. Challenges faced on Economical Supports & Services

Almost all interview respondents and FGD participants have replied the economic challenges identically. They said that the recent financial increment is good decision made by the university and the office compared from the previous payment per month as well as per year. However, because of inflation, the buying power of money has decreased increasingly, which results

shortage to cover the various expenses. Especially, they replied that this situation worse on those who do not have other sources or family support.

They also stated that those who support us in reading written materials scarify their time or other needs, even sometimes their dinner. One cannot ignore this thing simply, and should have a moral obligation to invite a dinner to keep the relation smooth. The other additional costs, which we expend, are to cover for extra use of Brail paper and or to get additional printing and photocopy services. The 4 Reams of Brail papers are not enough for our yearly consumption. They have also indicated incapability to cover sanitary materials. People considered this lack of cleanness as if it is a result of our impairments.

The insufficiency of money that is allocated for exam reader is also the other problem the interviewees and FGD respondents raised. They said that the budget is only meant for final exam and need to pay for tests and midterm exam from our pocket which creates problem to fulfill our other expenses. Though the office or center asked them to submit their annual grade report to make the usual financial and material supports, but they do not make follow up how SWDs get into the next semester or year. This create gap to understand the actual reality by the center and the challenges they faced on the learning and teaching process.

4.4.3. Challenges Faced on Psychological and Social Supports and Services

Question "What challenges you faced with lack of psychological support?" was asked. The hearing impaired interviewees have told the psychological challenges faced because of lack of an interpreter in the class; the visually impaired interviewee responded that the challenge happen when exam reader become absent on the exam date and the lack of understanding the situation

by teachers. Exam schedule changes were requested but did not get acceptance as needed and which results to fail the exam. They replied this and other unmentioned conditions that made them to frustrates and feel hopelessness.

The researcher's personal observations also consolidate these findings. The researcher observed first year students when they face difficulty to get reader, time shortage to submit assignments, clash of exam schedule with the personal exam reader's program, and the like. Furthermore, it has been seen when students expressed these situations in a disturbed manner.

They answered the question that as a human being and living in the university community, they all understand many situations which may not fulfill all at once, but should fulfill the minimum requests. The other which they mentioned is need of a person who can advise them on what to do, when and why things happened, how to tackle and face challenges, and methods to overcome when difficulties happened. They said about the lack of dedicated psychological adviser in the Special Need Support office. Insignificantly, the center general director had given an advice which is not in a permanent base.

Two questions "How do you state the social interaction with SWDs and how the office helped you?" asked. They have expressed the social challenges as it is manageable and has less negative effect in their university life. They express their gratitude to the effort made by the office and request the office to keep such service in its future activities. They expressed this on FGD appreciating all activities done by senior students to accept them at the gate and give all the necessary support such like showing the directions of the university, the initiatives to create favorable conditions to interact each other and exchange information right away. The information they get, the welcome program, and some other things are appreciable.

Summary

With regard to challenges faced by CSS SWDs, the finding showed that the absence of periodical assessment on educational & material supplies, economical needs and psychological support resulted to become obstacle on the teaching and learning process and the successful accomplishment of the students. Some of the obstacles were simple in that if they were solved prior & on time, they would not changed into challenges.

4.5 Opportunity Gained from Service and Support Rendered

4.5.1 Opportunity Gained from Material and Educational Support & Service

Question "What opportunity you have gained when the office provide you support and service on educational and material support?" was asked. The response from the interviewee and FGD regarding materials and educational supports & services were expressed clearly. The following such as assistive devices for education & physical body aid provisions, computer and internet service, photocopy service are some among others. These material and educational supports and services were also asserted during the researcher personal observation.

4.5.2 Opportunity Gained from Economical Support and Service

Question "What opportunity you have gained when the office provide you support and service on economic support?" was asked. All SWDs were interviewed on the opportunity gained from economical supports rendered by Special Need Support Office. They stated that, though the amount is still in question, the financial support helped to cover some basic expenses. In addition the materials supports such like the brail paper, the slats, the stylus, the white cane, provision of

wheelchairs, crunch, and other body supports tools ration helped not to go far to find them from shops which would un imaginary with their economic background.

Furthermore, the monthly and yearly financial support have immense value for additional expenses made to buy a few cloths, sanitary goods, battery for voice recording devices, some educational materials. The financial support also used for payment of notes and exam reader.

4.5.3 Opportunity Gained from Psychological and Social Support and Service

Question "What opportunity you have gained when the office provide you support and service on psychological support?" was asked. The key informant's (St-02), interview's (S-01) and FGD participants' responses were depicted that the social interaction on event gatherings, welcome session, the meetings to get services at SNSO enable to acquainted with the AAU environment as well as establish different clubs by the name of SWDs enable to build their social life and psychological strength.

Summary

Though the findings with regard to opportunity gained from educational & material supply, economic needs and psychological services have supported CSS SWDs, it indicated that if these services and supports consolidate, the student's achievements will increase indefinitely.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

The primary purpose of this study was to give detail description by thoroughly observing the service and support provision, the challenges faced, the opportunity gained, and perceived solutions to SWDs of Addis Ababa University Special Need Support Office to enable the office to take action for change based on reality found on the ground; and to give detail description type of disability, sex, age and year of study were obtained.

In this chapter findings are discussed in light of previous findings related to the objectives of this study. Findings were presented in the previous chapter. With this chapter the major findings are discussed related to the relevant literature.

5.2 Constant Provision of Educational and Material Support and Service

Now a day enrollment of SWDs in higher education become increasing exponentially over the years (Moriña, 2017). This has happened with the opportunity provided by the higher education in recent decades (Adams & Brown, 2006). As the number of enrollment raise and the variety of impairment increased, the size and types of services and supports increases side by side. This followed the ratification of international laws and regulations by Ethiopia, to make a special provision to SWDs in higher education (Yared, 2008). Then it becomes inevitable to address issues regarding SWDs by higher institutions. Among these issues, provisions educational and material supports and services are the major types.

To this end the researcher has asked SWDs to examine, understand and analyze the type of supports, the extents of services, and the gap of these provisions as well as opportunity gained and challenges faced.

Based on the American Foundation for the Blind (AFB) and the National Federation of the Blind (NFB) classification, there are difference between persons with visual disability. In this classification one can find a person with low vision, partially sighted, legally blind or totally blind. Osfield, (2012) notify the various types of disabilities, which indicate that we cannot generalize them in the same state of conditions. One is completely different from the other and the type of support or services they need are also not similar.

In this study the finding also indicated that the supports or services they need to get will vary depending on the severity of disability. The material consumption also varies depending on the types of visual impairment. The respondents also emphasized this issue to be considered by the office repeatedly.

The allocation of reams of brail paper as well as the printing, photocopy services and other materials which are planned to be given for SWDs need a thorough observation and should be done based on the severity of disability (Mont 2007). The distribution of materials should rely on the actual facts and data collected from the SWDs every year as new comers join the university. The office should also be maintained the data base until SWDs complete their study.

5.3 Financial Benefits from Economical supports and Services

Various needs cannot be met only by providing educational and material support. There are unforeseen expenses that should be cover for the successful completion of SWDs' university

study. As different study indicated, specifically as Schimer (2017) indicated SWDs are from low income families who cannot capable to cover their child needs. Significant number of SWDs also does not have parents. The university has noticed this situation and allocated a budget to cover some of the expenses of SWDs. This economical support has immense value for the success of SWDS HE.

5.4 Effects of Psychological and Social Support and Services

According to Hong (2015) SWDs often describe their difficulties to interact with senior college of students that results psychological burden. However, AAU coordinates and take the leadership role by senior SWDs (second year and above) to wait new comers SWDs at the gate to say welcome, direct them to a registration office and show them the direction to dormitories, cafe hall and other immediate important places. Above all the university SNSO prepares a welcome program every year. This situations created social interaction and build the psychology of new comers to cope up with the new environment.

On the other hand unavailability of specific expert who can give psychological advice or a person who can consult on various issues and problems apporioned as permanent base by SNSO resulted psychological problem. Anbesaw (2009) stated that the provision of service with established office can bring change on the life of PWDs. Establishing an office is one of the major step but not an end goal. It requires expert who can give psychological advice in a permanent way.

5.5 Challenges Faced by SWDs

5.5.1. Challenges Faced on Material and Educational Supports & Services

The CSS SWDs material and educational challenges are unavailability of exam room, difficulty to get exam reader for SwVI, not getting interpreter in class session and at different events for SwHI, un proper use of the resources, especially the computers and the physical environment such as lack of ramp for SwPI.

According to Department of Special Needs Education, Addis Ababa University (2014) description, Ethiopia has ratified international conventions to create conducive environment that enhance access to all students without partiality of the students with disabilities. This also asserted by constitutional right as stated on Federal Democratic Republic of Ethiopia constitution at article 41 No. 5 adopted in 1995.

As the respondent stated that, though the supportive laws and constitutional right exist, it is extremely difficult to get an interpreter in class. This condition made the student to be reluctant to come to class or if they come it is just to be considered as he/she is in class or for the purpose of attendance. Even if they have right to get educational support and services they still could not get an interpreter while they were. The finding also asserted this condition, which result the development of psychological problem.

The study made by Hong (2015), shows that students with disabilities often describe college as stressful, which emanate from physical, psychological, economical and social environmental conditions. Muzemil (2018) also stated that suitable classrooms, ramp design for buildings, availability of elevator, accessible building entrance are mentioned as necessary list of conditions to be fulfilled for SWDs especially physically impaired students.

In the findings that physically impaired students raised was the inaccessibility of class rooms resulting from unavailability of ramps at the CSS building. This problem persists because of the absence of initiative by the university administration including the SNSO to solve the challenge. Though it is impossible to build a lift and ramps in old buildings, it is possible to change the instructors' office and classrooms to the ground.

With regard to educational supports there has been stated that regular meetings and training of teachers, teachers' guides, internet resource teachers (with expertise), advising or counseling teachers, adapted learning and teaching materials & equipments, additional expertise e.g. psychologist and the like are some of the required to support SWDs in the class room (FDREME, 2016). However, the finding shows that there are gaps between CSS instructor and SNSO experts regarding collaboration work, provision of necessary materials, life skill trainings, working based on the guideline, using government and nongovernment organization of their potential support of the education and so on.

Based on the description given by United Nations Convention on the Rights of Persons with Disabilities (CRPD, 2006) a person's environment has a huge impact on the experience and extent of disability. Inaccessible environments create disability by creating barriers to participation and inclusion. As described by CRPD a deaf individual without a sign language interpreter, a wheelchair user in a building without inaccessible bathroom or elevator and a blind person using a computer without screen-reading software are possible of SWDs.

5.3 Challenges Faced on Economic Supports & Services

The economical factor has great influential power to the others factors because of interconnection between poverty and disability. Schiemer (2017) has cited different authors such as (Barnes and Sheldon 2010; Campbell 2010; Elwan 1999; Lustig and Strauser 2007; Palmer 2011; Peterson et al. 2011; Skiba et al. 2005) and described this condition that the consequences of disability and poverty are often referred to as a “vicious circle”, which poverty can cause disability and vice versa.

The problem of economical supports is most related with the purchasing power of money resulted from inflation. A budget allocation to support SWDs is appreciable economic support. However, the finding showed that the amount allocated is not enough. Especially this is emphasized by those who do not have other source of income or family support. It is a challenge to cope up with non impaired mates who get great support from their family.

The budget which is allocated for final exam supporter or examiner is a question. An examiner requests more than triple compared to the allocated money. Because it is a must to take an exam there is no option to say 'no' and obliged to pay what is requested by exam supporter. Regarding to the office it need an attitudinal transformation or change with regard to the supports and services they render to SWDs. CEBSDSN AAU (2014), raise two major negative attitudes, which can be considered as challenges. The first negative attitude is unpreparedness to believe the necessity of support and the second related with marginalization, negligence or carelessness to accomplish duties.

There are a lot of national and international source fund that can be allocated to help students with disabilities that join higher education. But identifying, inviting and managing them are so poor and lack initiation.

5.4 Challenges Faced on Psychological and Social Supports & Services

A PhD candidate Tewodros Getachew had presented on the workshop held at Adama in 2018 on the title "System Level Barriers in Higher education", the extracted from his dissertation research. His finding showed that SWDs are expected to look for readers and other assistance on their own exposed them to an extra burden (CEBSAU, 2018). Similarly the finding of this research also showed that lack of exam readers, interpreters, dedicated psychological advisor, skill to use assistive technology, ineffective use of the potential of voluntary workers and so on resulted to create anxiety on their educational life at the university.

In General the findings showed that the challenges they have faced on psychology are associated to insufficiency of material, educational, financial provisions, lack of decentralization of the CSS administration to resource allocation, availing expert, establishment of SNSO, which at the end created uneasiness.

Regarding to social support and services the new disability paradigm that has emerged in the last two decades, describes disability not as a medical condition or a personal tragedy of the individual, but the product of the interaction between the individual and his or her environment (Almog, 2011). The finding showed that the social challenges as it is manageable and has less negative effect in their university life. All activities done by senior students to accept them at the gate and give all the necessary support such like showing the directions of the university, the

initiatives to create favorable conditions to interact each other and exchange information right away has depicted the social interaction is better than the medical intervention.

5.5 Opportunity Gained from Service and Support Rendered

5.5.1 Opportunity Gained from Material and Educational Support & Service

According to FDREME (2016) support to the education system consists of:

"... regular meetings and training of teachers, teachers' guides, internet resource teachers (with expertise), advising or counseling teachers, adapted learning and teaching materials & equipments, additional expertise e.g. psychologist and the like".

Regarding materials and educational supports & services were expressed clearly. The following such as assistive devices for education & physical body aid provisions, computer and internet service, photocopy service are some among others. These material and educational support and services the opportunity gained by SWDs.

5.5.2 Opportunity Gained From Economical Support and Service

The provision of services with established office can bring change on the life of PWDs (Anbesaw, 2009). On the opportunity gained from economical supports rendered by Special Need Support Office. They stated that, though the amount is still in question, the financial support helped to cover some basic expenses. In addition the materials supports such like the brail paper, the slats, the stylus, the white cane, provision of wheelchairs, crunch, and other body supports tools ration helped not to go far to find them from shops which would un imaginary with their economic background.

Furthermore, the monthly and yearly financial support have immense value for additional expenses made to buy a few cloths, sanitary goods, battery for voice recording devices, some educational materials. The financial support also used for payment of notes and exam reader.

5.5.3 Opportunity Gained From Psychological and Social Support and Service

Based on the description given by United Nations Convention on the Rights of Persons with Disabilities (CRPD, 2006) a person's environment has a huge impact on the experience and extent of disability.

The social interactions on event gatherings, welcome session, the meetings to get services at SNSO enable to acquainted with the AAU environment as well as establish different clubs by the name of SWDs enable to build their social life and psychological strength.

5.6 Perceived Solution to Fulfill the Gap

As kioko and Makoelle (2014) stated that the SNSO service and supports rendered should be in innovative ways of supporting SWDs to accommodate their continually evolving needs. As Osfield (2012) indicated that knowledge and sensitivities can be developed by interacting with individuals who have disabilities, which in the end enable SNSO has a concrete understanding about their demand rather than merely depend on their judgmental approach. SWDs perceived solutions are also recommended by the researcher in the next chapter.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The intention of this study was, therefore, to provide an understanding through discovering the realities and issues with regard to CSS SWDs supports and services provisions by Special Need Support Office of the university. To this end, data were thoroughly gathered from different types of SWDs based on standard methodology by making an in-depth interview, focus group discussions. The researcher has also used some document analysis, key informants interview and personal observation to consolidate the data. Data from SNSO and CSS workers (key informants) were also gathered with the intention that these workers have direct relation with the learning and teaching process to SWDs. These data were then analyzed to dig out those issues, which are related to the office services and supports provisions to SWDs. The data were seen whether they have a part to influence the learning teaching process of the university and the success of the SWDs.

There were various issues raised by SWDs with their at most interest and patience when the researcher interviews them. These issues were well discussed on the analysis part. As part of the conclusion is therefore, beyond solving difficulties faced by SWDs at present, the researcher would like to indicate the need of an assessment that should be done periodically to understand the ground reality and to take actions necessary. Working together with SWDs and collecting their feedback can easily understand their feeling on what they say as key challenges in day to day study life.

The areas that the Special Need Support Office in particular and the university in general might to consider in supporting moves to SWDs need a more approachable way of provision, with a feeling of the problem as if it is once own concern. This will reduce if not eliminate the psychological challenges faced by SWDs. It is worth summarizing that family like approach has positive influential power to change the mindset of the SNSO to make them understand any difficult realities found on the ground and tends not to insist on getting things done.

Least but not last, the document analysis showed that there are a number of studies done by AAU CEBs Department of Special Needs, SNSO and different scholars. However, they were not put into practice to solve the ground problems which were indicated at various steps of this study. The researcher would like to propose to the SNSO to use these various study documents done related to SWDs supports and services.

6.2 Recommendations

SNSO, which is currently responsible to the academic Vice President of the University, has its own objectives to fulfill. To make conducive environment for SWDs, work for the rights disability, penetrate adaptive technology to aid of SWDs study and success, provide support in the form of educational and prosthetic materials, build up social and environment conditions, run awareness creation programs, make research on various related issues that help SWDs, and prepare special training programs for SWDs, academic & administrative worker are the most expected objectives of the office. The office should work to attain these objectives.

Based on this research findings and results, it here recommended for the office to achieve its mission and objectives. Moreover the researcher needs to notify the office in order given special

attention to those comments of the respondents' to their general reaction for the reasons. The following are the recommendation proposed by the researcher based on the findings:

6.2.1 With Regard to Government and Non Government Organization

- ❖ Give different training on special need support for the office staff;
- ❖ There should be professional interpreter in every class, during training and event organized where hearing impaired students participates;
- ❖ There should be continuous life skill training and workshop program for all those who need special need support and services based on their types of impairment;
- ❖ For better regulation of the work the responsible government body should make a regular checkup to ascertain the satisfaction of SWDs with the services and supports rendered by AAU SNSO;
- ❖ The responsible government organization should consolidate the creation of relationship between non government organization and AAU CSS to increase the chances of getting services and support for SWDs;

6.2.2 With Regard to AAU, CSS and SNSO

- ❖ There should be resource, materials and dedicated expert who can serve them and work to identify those who need to have special need support based on their type and size;
- ❖ It is important to notify the university teachers about the office/center activities & services for those who need special need support, the type of supports which they should give for SWDs, the university's laws, regulation and guideline on SWDs;
- ❖ Create a conducive environment to invite none disabled students and the university community to participate on voluntary work to support SWDs through providing acknowledgement certification for those who participate;
- ❖ Plan to put the guidelines into action in order to make SWDs supported from their output.
- ❖ Notify the prepared laws, rules, regulations and guidelines clearly to all who should know and use them;
- ❖ Based on a study made recruit new worker member and make placement based on SWDs impairment type to consolidate the office work;
- ❖ Assign a dedicated psychological adviser in the office so that support SWDs on how to face and resolve challenges;
- ❖ Give special training for SWDs on technological devices (including computer) to operate, use and protect their physical security;
- ❖ Work in collaboration with government and none government organizations to attain the objectives;
- ❖ Properly administer all goods, materials and financial resources, which are meant for SWDs and timely distribute them to the right students who need the support. The distribution must be supported by rules and guidelines;

- ❖ The office should make scheduled observation to visit the learning and teaching process of SWDs to make a corrective actions;
- ❖ Provide an individual orientation to the technological device and equipment to minimize SWDs' anxiety;
- ❖ Assistive technologies should be placed in a suitable area to create a proper condition for use;
- ❖ The CSS should have its own SNSO to give services and supports to the nearest possible where SWDs found;

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Appendix A: Consent form

Verbal Consent Form for Participants of the Study

Introduction

My name is Liyuwork Esmelealem. I am from graduate program of College of Educational and Behavioral Studies Special needs Department, Addis Ababa University. I am currently collecting data concerning the state of services rendered for students with disability in Addis Ababa University Special Needs Support Office the case of Addis Ababa University College of Social Sciences Students with Disabilities. For the purpose of this research, I would like to request your consent to take part in answering the research questions. The information that I get from you is significant for the progress of my study. Answering the questions is not mandatory; if you do not want to answer, you can stop the interviewer at any time. I would like to ask your consent for the interview that takes from 45 minutes to 1 hour. When the findings are publicized your personal information is kept confidential. Thank you for your being part of my research.

Signature of interviewee _____

(Respondents have given certifying that informed consent verbally)

Appendix B: Interview Questions

Addis Ababa University
School of Graduates Studies
Master on Special Needs Education

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Interview Questions

This interview questions is prepared to collect primary data for conducting a study on the topic, "The state of Services Rendered for CSS Student with Disability in Addis Ababa University Special Needs Support Office" for the partial fulfillment of the Master of Special Needs Education at Addis Ababa University. The study will focus on exploring inquiring the existing establishment, exploring the experiences of disabled students, the kind of intervention made, the opportunity gained, the challenges faced and the state of services & sports provided. The questions are designed based on those rationales to obtain the intended data. The data collected through this interview will only be used for analysis of this study and will be kept confidential.

Thank you for your cooperation
Liyuwork Esmelealem

Individual and Group Interview Guide for students with disability

1. What type of educational materials you get from the office?

2. What are the economical support you get and benefits you gain from the budget allocated by the office?

3. Did you get sufficient materials to support your special needs?

4. Do you get psychological advice from the office and what are social benefits you gain with the programs prepared by the office?

5. What challenges you faced with lack or shortage of educational materials, economic support absence of psychological adviser?

6. How do you state the social interactions with similar SWDs and how the office helped you in this regard?

7. What opportunity you have gained when the office provide you supports or services on educational materials, economical or financial provision and psychological and social supports?

8. In your understanding what actions need to be done to reduce challenges and barriers that hinder the service and or support delivery of the Office?

9. Do you get any voluntary services who want to give you according to your needs?

1. Please describe any assistance offered by your institution to students with disabilities when they are seeking services or any support

2. Please describe any advices and supports that is available for students with disabilities, mentioning which members of worker are responsible for providing them?

3. Do you say you are sufficiently providing the services or supports to students with disability?

4. Do you have some document that the staffs are guided to render the services and give the supports?

5. Do all the types of supports and or services are well defined and understood by the staffs and upper management?

6. Do you feel any other provision of services or supports to be included for students with disabilities by your office?

7. State anything about the services delivery and the support rendered by you office? (Include the way forward to change or to increase the services or supports)

Appendix C: Observation Check List

- Places of examination,
- Learning and teaching activities,
- SNSO services, supports and materials