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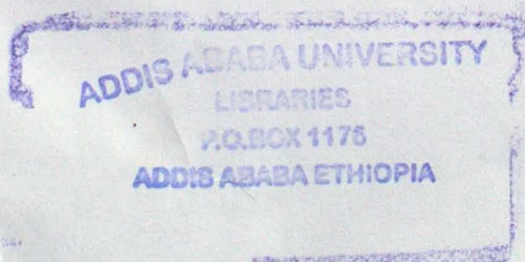
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF PSYCHOLOGY

**THE PROBLEMS OF LIVING AS PERSONS WITH
VISUAL IMPAIRMENT IN HOSSANA TOWN**

**A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATES STUDIES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR
DEGREE OF MASTER OF ARTS IN SPECIAL
NEEDS EDUCATION**

BY ARGAW KELBORE



ADDIS ABABA

April , 2007

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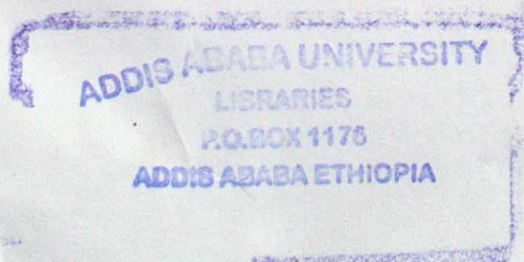
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ACKNOWLEDGMENT

First of all, I am deeply indebted to my advisor Dr Mengistu Legesse for his genuine constructive and critical comments, suggestions and guidance.

I would like to offer also my special thanks to professor Habitu wondimu who supported me in all dimensions throughout my study.

I would like to extend my gratitude to Hadiya Zone Administration for sponsoring me to join postgraduate program and for financial support.

My gratitude goes to Hossana town officials (experts), persons with visual impairments, religious leaders, and community elders for their willing to participate in the study during data collection.

Finally, I would like to express my indebtedness to my wife W/ro Desta Abosie for her moral support and encouragement during the study period.

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ABBREVIATIONS/ ACRONYMS

CSO-Central Statistics Office

ECA-Economic Commission for Africa

ECP-Ethiopia Country Profile

EFPD-Ethiopian Federation of Persons with Disabilities

ENAB-Ethiopian National Association of the Blind

IDF-International Disability Foundation

MOLSA-Ministry of Labor and Social Affairs

NCC-National Children's Commission

NGO'S-Non-Governmental Organizations

RAD-Rehabilitation Agency Organizations

WHO-World Health Organizations.

ABSTRACT

This study was undertaken to explore the living situations of persons with visual impairment in Hosanna town. To this end, 20 persons with visual impairment, 30 officials (experts) from concerned organization, 2 religious leaders and 2 community elders purposely selected in all 3 kebele administration of Hosanna town to gather information pertaining to the living situations of persons with visual impairment.

Basic questions raised to address this issue include background information of the sample population, their current living conditions, social status, beliefs (views) external and internal locus of control, and other various factors that affect their living situations.

The study used semi-structured, structured, open-ended interview questions and focus group discussion. Qualitative and quantitative methods were used to analyze the data.

The result of the study indicated that 12 were illiterate individuals. where 14 of them happened to lead their life by begging. In addition to the economic hardship, segregation and stigmatization, negative attitudes (views) and stereotyped views are the major social problems encountered by visually impaired individuals. As it was found that majority of them suffer from high feeling of loneliness, helplessness and low self-esteem. Most of their problems raised due to lack of preventive measures, skill training, income generating programs, absence of medical services, special education services, ignorance of the people and low awareness.

On the basis of the study findings, suggestions to improve the living situations of persons with visual impairments are provided.

CHAPTER ONE

Introduction

1.1. Background of the Study

In many societies having a disability is still considered shameful and persons with disabilities are stigmatized, excluded and deprived of basic services and rights available for other people in the community. Because of negative evaluation and judgment of society, individuals with disabilities have remained at the lowest level of society without proper education, health cares and other related services that can help develop their potential or improve their living situations to their fullest ability (Smith, et. al. 1994).

In Ethiopia there is a general tendency to think of persons with disabilities as weak, hopeless, dependent, and unable to learn. People with visual impairment are not exception of such misconceptions. In many cases, people with visual impairment face a number of problems in their living situations. For example they do not get necessary services, like health care, education, transportation, recreational activities and legal protections. Misunderstanding of the capabilities of persons with visual impairment have resulted in a generally negative attitude and stereotyped understanding towards them (Tirussew, 2005).

As Tirussew, et.al. (1995) indicated, today most children with disabilities in general and person with visual impairment in particular in Ethiopia are deprived of from conducive child-friendly environment in the earliest years of development. Besides, as a consequence of discrimination, persons with visual impairment are restricted in their involvement in socio-cultural activities, and have limited access to education and employment opportunities. It is true that such persons in Ethiopia have experienced emotional and social deprivation.

In realizing the various factors that affect the living conditions of persons with visual impairment, and the researcher was planned to collect data regarding the living conditions of individual with visual impairment in Hossana town, this study was envisaged to investigate their living situations and identify the ways and means to improve their situations

1.2. Statement of the Problem

Due to a multitude of factors, persons with visual impairment are suffering with various social, economic, and cultural problems, thus, affect persons with visual impairment is reaching an intolerable state.

As it is the case with many developing countries, in Ethiopia there are social, economic, and cultural problems. In fact the economic development of the country has not been able to address the needs of the people with disabilities. As a result, the majority of the people with disabilities have been compelled to lead a miserable life.

These people do not receive adequate medical services worse still; they are socially excluded from society. They are often isolated to participate in social and economic affairs (IDF, 1984),

In addition, because of societal ignorance and prejudice people with visual impairment face problems in their living conditions (Craven, 2002).

In this regard the living conditions of persons with visual impairment could be a serious challenge in Hossana town

Concerning the general living conditions of persons with visual impairment in Hossana, it was found important to carry out this study at local levels to clearly explain how such people lead their lives and make further research at regional and national levels to indicate the magnitude of the problems.

To this end, this research could be invaluable.

1.2.1. General Objective

The main objective of the study is to investigate the living situations of persons with visual impairment in Hossana.

1.2.2. Specific objectives

The specific objectives are:

- To identify the major problems of living conditions of persons with visual impairment in Hossana.
- To explore factors that affect their living situations.
- To provide suggestions and recommendations to minimize or tackle their problems

1.2.3. Research Questions

To achieve the objective of the study, the researcher formulated the following guiding research questions.

- What are the living conditions of persons with visual impairment in Hossana?
- What are the factors that affect the living conditions of persons with visual impairment in the town?
- What should be done to improve the living conditions of person with visual impairment?

1.3 Significance of the Study

The writer hopes that the study would

- Contribute to enhance our knowledge about the living situations of persons with visual impairment in Hossana.

- This study was limited only to the living situations of persons with visual impairment in Hossana town.
- Shortage of literature related to this study.

1.6 Operational Definitions of Terms

Acuity: - how well a person can see.

Blind: - a person with central visual acuity of 20/200.

Disability: - the consequence of impairment, any restriction or lack of ability to perform an activity in the manner within the range considered appropriate for non impaired persons.

Economic Problem:- inability of pertaining to household management; it is lack of economic capacity to satisfy or serve family (one self) basic needs.

Handicap: is the social disadvantage that results from disability.

Impairment: any loss or abnormality of psychological or anatomical structure of function.

Live: alertness, subjects of consideration; of present interest and importance.

Low vision: individuals who can read print when assisted by a variety of devices.

Social Problem: incapable of being associated or united with others, and conditions affecting a significant number of people in ways considered undesirable with a feeling that some thing can be done through collective social action.

Visual impairment: a recognizable defect or malfunctioning of the eye.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Nature and Meaning of Visual Impairments

Visual impairments fall along a continuum, with normal visions at one end and profound visual disability (blindness) at the other end.

In this regard visual impairments can be defined in several ways. The most important ones include (1) legal definition, and

(2) Educational definition

- (1) Legal definition distinguishes blind and partially sighted of low vision persons on the bases of tests of visual acuity. An individual who is legally blind can only see at 20/200 or less with correction (Kirk, 1993). This means that the individual can only see at 20 feet what someone with normal sight can see at 200 feet. Legal blindness does not necessarily mean that an individual has visual stimulation at all. The individual may be able to sense light and darkness who score between 20/70 and 20/200 on tests of visual acuity; with correction in legally partial sighted or low vision.
- (2) Educational classifications are described as moderate, severe, and profound and are based not on tests of visual acuity but on the special educational adaptations that are necessary to help these persons learn.

According to Kirk, et al. (1993), the level of visual disability (performance capability) is:

1. Moderate-with use of special aids and lighting can perform visual tasks almost like persons with normal vision.
2. Severe-in performance of visual tasks, may need more time and energy and be less accurate even with visual aids and modifications

3. Profound:- Performance of even gross visual tasks may be very difficult and detailed tasks can not be handled visually at all.

Moreover, Varma (1996) stated that, loss of vision is so sever that its implications affect the person's visually impaired, and they are likely to face high levels of stress during their life. These persons will require in depth programs of intervention to reach full potential.

For Scholl (1986) what blindness means to people is frequently related to their experiences, attitudes, and beliefs which in turn influence their relationships with persons who are blind. These relationships are further influenced by the experiences, attitudes and beliefs of persons with visual impairment toward sighted persons and toward themselves.

In addition, the physical, social, emotional and educational problems of blinds are assumed to be greatly influenced by the presence or absence of early intervention. The fact that 80 present of our information about the world is gained through sight clearly implies that any visual impairment on a person will affect development, education and the natural progression to increase independence (Kirk, et. al. 1993; and Varma, 1996).

2.2 Causes and Prevalence of Visual Impairment

Causes: A wide variety of conditions can cause serious visual impairments in children from birth to age 5.

According to Scholl (1986), heredity is by far the largest causal factor responsible for more than 37 percent of profound visual disabilities in young children. Infectious diseases contracted by the mother during pregnancy account for about 15 percent of cases. For example Rubella (German measles) is an infectious disease that can cause serious birth defects, mental retardations, hearing loss and other disabilities in addition to blindness.

About 10 percent of cases that stem from injuries and poisons are due to a condition called retinopathy of prematurely. This problem may cause during

pre-natal (premature infants) or during birth in an attempt to save the life of the child, who may be threatened with other conditions.

Among the causes of visual impairment in Ethiopia, trachoma, vitamin A deficiency, gonorrhoea in the eyes of new born babies, river blindness, measles which can injure the surface of the eyes, Trama (poison and diarrhea), leprosy, smallpox, cataract, typhoid fever as well as aging are thought to be the major agents (Tirussew, 1989).

In general, the presence of diversified pre-natal, peri-natal and post-natal disabling factors like the health of prospective mothers, difficulties related to delivery, childhood infectious diseases, lack of proper child management, traditional harmful practices, under-nutrition, malnutrition, civil strife and secondary preventive service in the country at large has brought a phenomenal increase in the incidence of disability. The Ethio-Italian Trachoma Project on the bases of its stratified sample survey of 7 regions notes that the rate of blindness was considerably higher in the rural agrarian area by 1.44% than in the urban 0.66% (cited in Tirussew 1989).

The magnitude of visual impairments in Ethiopia as reported in various sources.

Agency and year		Sample size	Victims	%
ECA,CSO and RAO 1979/80	Blindness and partially blind	25,704,786	328,449	1.27
Ethio-Italian trachoma project 1981	-	11,441	150	1.31
NCC1983	Visually impaired	14,819,300	4,052	0.027
CSO 1984	Totally and partially blind	1,423,111	17,823	1.25
WHO 1986	Blindness	6,640	101	1.52

ECA=Economic Commission for Africa, CSO=Central statistics office RAO=Rehabilitation Agency organizations, NCC=National children's commission WHO=World health Organizations. Source: Tirussew (1989, P. 18).

2.3. Notable Personalities in the History of Education for the visually impaired

Throughout history there have been stories told about remarkable and talented blind people who managed, often with insightful contributions to their societies. Homer is perhaps the first name that comes to mind: he lived before 700 B.C. More recent illustrations blind persons are Nicholas Sanderson (1682-1739). A noted professor of mathematics at Cambridge University, whose sponsor was Isaac Newton: Francois Huber (1750-1831), a Swiss naturalist who studied the life of bees; and Maria Theresa Von Paradise (1750-1824); a Viennese pianist and music teacher for whom Mozart wrote the concert for piano. However, until the mid-eighteenth century none of the scattered attempts to educate blind children provided the impetus for the development of systematic programs (Scholl, 1986).

Furthermore, as noted by Scholl (1986), the next step was taken in Paris in 1784 by Valentine Haüy when he established the institution for blind youth. The subjects taught at Haüy's school included reading and writing, music and vocational skills so that they could live in more dignified ways. Lowenfeld (cited in Scholl, 1986) believed that each blind child must be considered as an individual, and must be educated according to his interests and abilities; the curriculum of the residential school should conform as closely as possible to that of the public days schools, with added stress on music and crafts; blind students must be trained to take their places in the social and economic life of their communities.

2.4. Historical Development of Education for the Visually Impaired in Ethiopia

The Orthodox Ethiopian Church has developed a traditional education system for more than 16 centuries until 1930s (Rigby, 1970). Also, Yusuf (1987) affirmed that the kind of education that existed in Ethiopia before the 20th

century was traditional and characterized by church education. Instructional methods used during those days were oral education system. Such methods of instruction attracted the blind students to learn orally. Such methods of instruction attracted the blind students to learn orally. The blind student studying under the traditional system was in favorable position.

As Rigby (1970), noted, the Ethiopian modern school system began in line with to follow the western countries type of education. The real attempt was not made to teach the blind students with the sighted at the elementary level and no attempt was made also to introduce Braille reading and writing into the classes. Finally, some charity organizations motivated the Ethiopian government to open residential schools. Accordingly, some elementary Schools were opened in certain administrative areas. For example. Sebeta, Bako, Shashemenie, Wolayita Sodo, Gimbi and Dire Dawa.

In the case of development in technology, blind students are in a position to attend schools not only in the residential schools, but also in regular school together with their sighted peers in the elementary, secondary and tertiary levels. Secondary level education of the blind is completely academic in nature and this itself cannot equip the blind persons with socially accepted living skills and employment.

2.5 Social Problems of Persons with Visual Impairment

Social problem is a condition that has been defined by significant groups within a population as a deviation from, or breakdown of some social standards (Dentler, 1972).

People with visual impairment may have a number of social problems because the ways others treat and look at them affect their lives. In other words, visually impaired persons face difficult circumstances not from the disability itself, but also from the views of others in the community towards them and the way others treat and consider them (Warner, 1988; and Daniel, 2000). This suggests that society can have the influence on the human development.

Consequently, whatever social experience of visually impaired persons have, it is influential in their wellbeing and development.

From such perspective it should be clear that family members, peers, neighborhood and all others are significant for this vulnerable group of society. Since individuals in society or each community have decisive roles in laying down the necessary foundation for the visually impaired person's social development and well being, awareness creation and negative attitudinal changes are essential.

In relation to social support of people with disabilities, Hagner (1992) stated that:

Good likes for people with sever disabilities depend on whether they are recognized as members of the social networks and associations that constitute community. People recognized as members benefit from everyday exchanges of support that create opportunities to play socially valued roles and to form personally significant relationships. People excluded from membership are at risk for loneliness, isolation, and powerlessness,.. (P.18).

According to Dentler (1972), most of the social problems originate in the network of relations between social structures and substructures, population processes, and non-human environment and material techniques used by men to survive and to fulfill expectations.

Therefore, social problems are not limited to problems that have social effects. They are environmental, technological, cultural, and demographic as well as social and psychological in their multiple origins.

2.6 Some Factors that Affect the Living Conditions of Persons with Visual Impairment

2.6.1 The Influence of Family

The family is an important and the most basic of all social institutions. It is one system within a large social system. This unit is comprised of a certain number

of individuals and they function in a dynamic interrelationship. Family is defined as two or more persons, sharing a common residence, and related by blood adoption, or marriage. (Seligman's and Darling, 1989)

In Ethiopia, there are different types of family categories. These include extended family, nuclear family and single parent family. In each type of these family categories, treating each other is not the same. With regard to family interactions, members of a given family interact and communicate with each other on the bases of various factors such as age, income, education, disability status, etc.

Obviously, the size of extra-familial network, single-parent, and the presence of visually impaired could obviously bear an influence on the dynamic of interaction. For instance, in some parts of Ethiopia having a person with disability or a visually impaired in particular is considered as a punishment from God. As a result, family members may minimize their interaction with persons with disability.

However, there is one paradox in society in relation to interaction with the disabled that involves both rejection and over-protection Phenomena. Concerning practical life situations, the disabled are very often rejected and left outside normal social interactions. But on the other hand, people can sometimes do this because they want to protect the disabled from some forms of abuse or exploitations, and even embarrassments. (Savolainen 1995).

2.6.2. The Age of Onset

Like other disabilities, visual impairment can be congenital or adventitious. The first has a background or taking information through hearing, touching and the other senses, whereas the second has a background of visual experiences (Heward, et.al. 1988). In relation to the age of onset, Scholl (1986) explained that lack of vision from birth has a detrimental effect on motor development and delays the acquisition of early motor skills. As Fine and Asch (1998) stated, the degree of visibility of the impairment or the age at which it

was acquired may influence the psychological sequences and social situation of people with disabilities. This simply suggested that the psychological and social situation may largely depend on the onset of visual impairments.

2.6.3. Mobility of Persons with Visual Impairment

Particularly stereotypic behaviors of visually impaired such as body rocking, head waving, hands waving and eye rubbing are characterized as being repetitive and not directed toward the attainment of any specific goal. These conditions can place a visually impaired person at a social disadvantage. Because such actions are conspicuous and call attention to the person as different or handicapped (Scholl, 1986).

To alleviate this problem, Heward and Orlansky (1988) emphasizes the importance of developing socially acceptable behaviors, which in turn facilitate independence, self confidence and acceptance by others in the community and employment setting. Thus, at early stage primary care giver should provide opportunities and encouragements for the child to engage in variety of behaviors to imitate others in the environment and learn a variety of socially acceptable behaviors.

As Smith (1995) concluded in his study, a major problem for people with visual impairment is their lack of acceptance and the negative attitudes about their disability. Hence, the greatest limitations imposed by blindness are the problems of becoming oriented to one's environment and socially acceptable behaviors.

2.6.4 Negative Labels

Labels are names we assign to behaviors, which are either positive or negative. To the extent that labels are negative, they inaccurately may lead us to behave inappropriate ways toward other people (Algozzine, 1995).

Bogdan and Taylor, (cited in Tsige, 2004) believe that labeling could be one factor for the negative effect on the life of persons with disabilities. Because

most often labeling explains and focused on their inability rather than their quality or ability and on how they differ from other people. Some words we use to classify persons with disabilities have negative influence. In many languages, isolating and often insulting labels are attached to persons with disabilities. For example the Amharic terms "Ewir, Denbara" referring to blindness are insulting and ridiculing the individuals.

2.6.5 The Perceptions of Persons with Visual Impairment

Persons with visual impairment have their own beliefs about persons with normal vision and about themselves.

The attitudes of persons with visual impairment toward the effect of their impairment represent variations of two opposing views that blindness is a disaster and that it is a nuisance or practical inconvenience (Kirtley and Lowenfeld; cited in Scholl, 1986).

Proponents of variations of the disaster view Such as Carroll, Cholden and Cuts Ford, (cited in scholl, 1986) recognize blindness as a severe limiting, impairment that requires reorganization in all aspects of the individuals functioning. This reorganization is essential in the process of adjustment to the reality of the limitations imposed by the impairment.

Proponents of the nuisance view as described by Scholl (1986) attribute social prejudice and discrimination as basic to the adjustment process and that it is not the visually impaired person who must adjust, but rather the sighted society. They suggest that with acceptance visually impaired persons can achieve successful levels of social and economic adjustments when given, the necessary opportunities for doing so.

On the other hand, Lownfeld, (cited in Scholl, 1986) presents a moderate position. He says that blindness imposes three basic limitations on the individuals:-

1. In the range and variety of experience
2. In the ability to get experience
3. In the control of the environment and the self in relation to it.

These three restrictions views as the objective effects of blindness. The way in which an individual behaves or learns to adjust to the impairment depends on several subjective variables: personality, additional handicaps, and other factors related to the visual impairment including degree of vision, cause of the impairment, age and type of onset, and present condition.

Persons with visual impairment like most people tend to absorb the attitudes of those about them regarding their value and self worth. They live up to the expectation and behavior that significant others ascribe to them. When positive attitudes and expectations prevail, the visually handicapped person will become socialized into a role that is consistent with those attitudes and expectations. When significant persons in the environment view visually impaired people as being inferior and having a low status, they begin to think of themselves in a similar manner, namely dependent and abnormal (Rusalem, Scott and Tuttle; cited in Scholl, 1986).

2.6.6 People Beliefs (Views) Toward People with Visual Impairment

It is important to understand misconception about blindness, because they are usually related to individuals who are blind. In general, the state of persons with disabilities in social situation can be explained by the nature of the prevailing understanding of disability in terms of the conceptualization of its cause, nature and consequences. For instance in some parts of the world, people think that when a child is born blind, it is a punishment for something the parents have done. As matter of course, the birth of a child with a disability has been recorded a source of shame, disagreement as well as divorce among some families (Scholl, 1986; Rhmet, Metasibia and selamawit; cited in Tirussew, 2005).

The societal reactions are by and large lucidly manifested in marginalized interpersonal relationships and participation at family, neighborhood and community level. They might also include limited provision of public services and special programs for persons with disabilities, restricted involvement in socio-cultural and recreational activities as well as the discriminatory practice in employment opportunities (Tirussew, 2005).

Generally it is a common phenomenon of that avoidance of persons with disabilities particularly visually impaired by the non-handicapped is widespread. This is also a belief that physical distortion is a punishment for evil: or a disabled person has been unjustly punished and is under pressure to do an evil act in order to balance the injustice.

2.6.7 General Economical Problems of Persons with Visual Impairments

Economic problem is a multidimensional concept because it emphasizes the various economic, social and cultural situations in a given society when one or more persons do not attain a level of material well being deemed to constitute a reasonable minimum by the standards of the society, and is perceived as the relative absence of income, asset, basic services, self respect, opportunities for education and social mobility, and participation in decision making (SEN, UNESCO Ravallion, cited in Elizabeth, 1997).

Dentler (1972) explains poverty as economic problems that:

The inability of an individual or household to provide-through its own means or through the transfer of resources from others-the necessities of life. We say relative inability because what people regard as necessary varies across time and place .,(P.106).

Dentler further states that at one extreme poverty signifies death by starvation or exposure through lack of clothing and shelter.

According to Chambers (1995), the economic problems have a negative contribution on people with disabilities. These conditions also have the following problems on the persons with visual impairment:

- Lack of their own properties
- Inability to send their children to school
- Having able-bodied family members who cannot defend for their families in the event of crisis
- Lack of housing
- Alcoholism
- Lack of socio-economic supports.
- Having to put children in harsh employment areas.
- Having to accept demeaning or low status work.
- Being dependent on common property resources.

Hence, a number of visually impaired persons have an absolute level of low resource in many parts of the world. They are found in impoverished state or low level of resources. It is obvious that a person with disability who has not received proper rehabilitation treatment will grow worse.

As World Bank (1996) reported with a per capita income of US\$ 130 per annum, Ethiopia ranks as one of the five poorest countries in the world. As per indicators of economic problems Ethiopia is characterized by very low school enrolment, low access to education, very high rate of infant-child and maternal mortality, detracting conditions of child nutrition, limited access to safe drinking water low life expectancy, problems of shelter in the urban area (MOPED; World Bank, cited in Elizabeth, 1997).

2.6.8 Prejudice and Discrimination

Franzoi (2000) defined prejudice and discrimination as:-

A negative attitude directed toward people because they are members of a specific social group. A person who is prejudiced toward some group tends to ignore the individual qualities of its members and prejudiced them based on this negative evaluation..... Discrimination is a negative action toward members of a specific social group (P. 227).

A concept often associated with prejudice and discrimination is stereotype. Discrimination may be defined as including any distinction, exclusion, restriction or preference, or denial of reasonable accommodation based on disability which has the effect of nullifying or impairing the recognition, enjoyment or exercise of economic and social right.

Both de jure and de facto to discrimination against persons with disabilities and visually impaired persons in particular have a long history and take various forms. They range from individual discrimination such as denial of educational opportunities, to more subtle forms of discrimination such as segregation and isolation through the imposition of physical and social barriers.

Through neglect, prejudice and false assumptions as well as through exclusion, distinction or separation, persons with disabilities have very often been prevented from exercising their economic, social or cultural rights on an equal basis with persons without disabilities. The effects of disability-based discrimination have been particularly severe in the fields of education, employment, housing, transport, cultural life, and access to public place and sources (Craven, 2002).

2.7. Legislative Conditions

2.7.1 Ethiopian policy About Persons with Disabilities

Ethiopia has formulated a Developmental Social Welfare Policy which reflects the needs of people with disabilities in 1997 and a national programme of action for Rehabilitation of Persons with Disabilities in 1999 (ECP,2004).

The developmental social welfare policy developed in 1997 specifically targets people with disabilities and sets out to safeguard their rights and to promote opportunities for vocational rehabilitation. It provides for creating conditions where rules, regulations, programs and service could be strengthened and whilst enhancing vocational training and placement opportunities for persons with disabilities.

In addition to this policy, the Ministry of Labour and social Affairs has prepared a National Program of Action for the rehabilitation of persons with disabilities. The main objectives of the program are:-

- To take disability prevention measures by promoting community participation.
- To enable persons with disabilities to achieve a better standard of living by building their capacity.
- To ensure their equal and full participation in society.

The focus areas of the programme are: disability prevention, medical rehabilitation, educational rehabilitation, vocational rehabilitation and employment services, accessibility, and awareness-raising, strengthening and expanding with disabled organizations, religion, culture sport, recreation, and family life. Also, focuses on promoting equalization of opportunities for and full participation of persons with disabilities by implementing rehabilitation measures.

The vocational rehabilitation process is understood to encompass vocational guidance, vocational training and appropriate placement which enable persons with disabilities to engage in occupations which generate an adequate income.

2.7.2. Organizations of Persons with Visual Impairment

The Ethiopian Federation of Persons with Disabilities (EFPD) aims at promoting human rights of persons with disabilities: assisting them to ensure their well-being; developing their self-confidence and attaining equalization of

opportunities for disabled persons. It is the umbrella organization of the five national disability associations. From these five organizations, the Ethiopian National Association of the Blind (ENAB) was created in 1960. It aims to provide education and assist persons with visual impairment in furthering their integration into Ethiopian society: to raise awareness on the situation of people with visual impairment and to promote employment opportunities for visually impaired persons. ENAB runs elementary boarding school, organizes training activities and community-based rehabilitation programmes for blind persons and promotes self-employment activities (ECP, 2004).

Next I will deal with the methodology of the study.

CHAPTER THREE

METHODOLOGY

3.1 Design of the Study

This study was used qualitative method in order to depict (discrive) the existing problems of living as individuals with visual impairment. However the qualitative research method was used in this study. Because as Dawson (2002) stressed qualitative research is necessary to explore attitudes, behavior and experiences through interviews and focus group discussions. It is also useful to get an in-depth information from participants. For example Dezin and Lincoln (1994) explained the importance of qualitative method that involves interviews that focus increased attention on the voices and feeling of respondents.

3.2. Sampling

3.2.1. Selection of Study Site

In light of the objectives of this study, Hossana town was selected for data collection. All three kebele administrations in Hossana were included. The sample individuals were drawn from homes, work place, church compound, streets, public square and market places.

3.2.2. Selection of Study Participants

The number of persons with visual impairment in Hossana is unknown. For this reason survey study was carried out to get the number of persons with visual impairment at the study sites in Hossana town. For in available information, 20 persons with visual impairment were selected by using purposive sampling method.

The reason for the selection of small sample was that each blind individual had needed the researcher to read the interview questions which was time consuming.

Furthermore, the number of informants was reasonably sufficient for this study. It is worth mentioning that the truth of an insight does not depend on the number of people who report its occurrence, but on their awareness of the issues (Brook Field, 1990).

In regard to sampling design, purposive sampling was used to select participants of the study. Thus, 30 officials (experts) were selected from concerned organizations such as:-

People's organizations (3 persons), social affairs (3 persons), health department (3 persons), education department (3 persons), culture and information department (3 persons), economic and development department (3 persons), town and kebele administrations (12 persons), religious organization (2 persons) and community people (2 persons). The total respondents were 54 altogether (see Table 3.1. below).

Table 3.1. Informants of the Study in Hossana Town

	Number of Informants		
	Male	Female	Total
Persons with visual impairment	13	7	20
Officials (experts)	30	-	30
Religious leaders	2	-	2
Community elders	2	-	2
Total	47	7	54

3.3. Data Gathering Tools

The semi-structured, structured and open-ended interview questions were the main data collection tools. However focus-group discussion and informal observation were used supplementary data collection methods to understand the problem in depth.

3.3.1. Interview Questions

In order to describe the living situations of persons with visual impairment, the researcher conducted interviews with 20 persons with visual impairment for about half an hour with each informant within a month. Also other selected informants were asked the interview questions for about 20 minutes each in one day.

The interviews were tape recorded. The interview was conducted both in Hadiynga and Amharic languages. The interview responses were translated back in to English language. The translations were done by language experts.

The data was collected by the researcher with his assistant.

3.3.2 Focus-Group Discussion

Discussions took place among few selected individuals to gather data supplementary to interview questions. A total of 7 individuals with visual impairment were recruited to questions participate in focus group discussion. They were selected using purposive availability sampling technique. The members of this focus group discussion were 2 females and 5 males. The researcher in line with convenient time and place, the discussion took place with each individual. The discussions had focused on their current living conditions, feeling, perceptions and views that they were not expressed at the time of interview individually. The discussion was held for about one hour and 40 minutes at Hossana stadium which was a conducive place for this purpose.

3.4. Procedure of Data Collection

Before starting data collection, the related literature was sufficiently reviewed. Following that interview questions which were prepared in English and then translated into Amharic and Hadiynga languages first by the researcher and then by language experts. And the data collection was employed in the following procedures.

3.4.1 Pre- Pilot Study

Pre-pilot study of the tools was administered before the pilot study to determine the effectiveness of interview questions and data collection form. These instruments were submitted to 3 senior special needs education experts to comment on content appropriateness.

Based on this feedback the instruments were revised for the pilot study.

3.4.2. Pilot Study

Pilot study was conducted in Hossana town to identify and modify the instruments where appropriate. The interview questions were tested with 2 persons with visual impairment, 3 experts and 1 community elder. After going through the pilot study, repetitive items and not relevant interview questions were dropped out. And the interview schedule was modified and necessary adjustments were made in the instrument.

3.4.3. Data Collection for Main Study

Before the beginning of the main study, one assistant was trained by the researcher on how to help the researcher during the time of data collection. The participants were informed about the objective of the study. The interview questions were conducted with persons with visual impairment at their work places, home setting, church compound, market area and road sides about half an hour with each individual. Officials (experts) and religious leaders were interviewed for about 20 minutes each in their respective offices and 2 community elders were interviewed at their home setting for about half an hour each.

Focus-group discussion was held in Hadiynga language, since Hadiynga is the mother tongue of all participants and this was conducted by the researcher himself.

3.5 Methods of Data Analysis

The main methods of data analysis were qualitative, and using descriptive statistical method. The data collected through open-ended interviews and focus group discussion were organized and analyzed qualitatively.

The data obtained through structured interview questions were tabulated and described using descriptive statistical.

CHAPTER FOUR

RESULTS

The main objective of this study was to assess and describe the living situations of persons with visual impairments in Hossana.

Data were collected on various issues such as background of participants, status of visual impairment, current living conditions, social conditions, beliefs (views), external and internal feelings, legal conditions, major problems and factors that affect their living situations.

The main method used to collect data for the study was qualitative. The data were analyzed and presented in this chapter.

4.1. Background of the Respondents (Participants)

Table4.1. Profile of persons with Visual Impairment

Items	Responses						
		Male	%	Female	%	Total	%
Sex		13	65	7	35	20	100
Age	20 to30	4	20	2	10	6	30
	31to40	6	30	3	15	9	45
	41 to 50	3	15	2	10	5	25
	Above 51	-	-	-	-	-	-
Marital status	Married	8	40	3	15	11	55
	unmarried	2	10	-	-	2	10
	Divorced	2	10	1	5	3	15
	Widowed	1	5	3	15	4	20
Educational level	illiterate	6	30	6	30	12	60
	Primary level	2	10	-	-	2	10
	Diploma	3	15	1	5	4	20
	above diploma	2	10	-	-	2	10
Onset of blindness	acquired	13	65	7	35	20	100

According to Table 4.1, 65% of the respondents were males and 35% of them were females. In terms of age range, 20% were males from 20 to 30 years, and 10% were females from 31 to 40. Again 30% were males and 15% females from 40 to 50. In terms of marital status 40% males were married and 10% females married, 10% males were divorced and 5% female respectively. 5% males widowed and 15% females respectively. Regarding educational status 30% males and 30% females were illiterate, 10% of males were primary education before onset of blindness, 25% males and 5% females have diploma and above. On other hand, in terms of onsets of blindness, all of them were acquired (after birth). 6 of them became blind before the age of 5 years and 14 were after 5 years of age.

Table 4.2 Profile of officials (experts), religious leaders and community elders

Items	Responses		
		Male	%
Sex		34	100
Age	20 to30	-	-
	31to40	21	62
	41 to50	7	20
	above 51	6	18
Position	officials	10	29
	experts	20	59
	religious leaders	2	6
	community elders	2	6
Educational level	primary level	2	6
	Diploma	12	35
	above diploma	20	59

As indicated on Table 4.2, all the participants were males between the ages of 31 and 51 years. In terms of occupations, 10(29%) were governmental and NGO's officials, 29 (59%) of experts were department of education, health, social affairs, cultural and information, economic development. A Town and kebele administration, 2 (6%) religious leaders' (i.e., was Orthodox and the

other one was protestant) 2 (6%) were community (culturally) elders who were Protestants. In terms of educational status, 2(6%) were primary level, 12(35%) diploma and 20(59%) were above diploma.

4.2. Status of Visual Impairment

Table 4.3. The status of visually impaired individuals

Items	Responses						
		Male	%	Female	%	Total	%
Level of visual impairment	Totally blind	13	65	7	35	20	100
Cause of visual Impairment	Accident	3	15	1	5	4	20
	Disease	6	30	2	10	8	40
	Others	4	20	4	20	8	40

As indicated on Table 4.3, all the participants in this study were totally blind. However, the causes of their blindness were not the same. As a result, disease was the major cause of blindness for 40% (30% males 10% females) of these individuals. On the other hand, accident was the cause for 15%, males and 5% of female respondents. Of course, 20% males and 20% of females did not know clearly the main cause of their blindness. Because they did not know the causes, some of them believed that "Buda" (evil-eyed person) or harmful local treatment made them blind.

4.3. Current living Conditions

When explaining about their livelihood or ways of life 8(40%) males and 6(30%) females reported that begging was their sources of income. However, 5(25)% males and 1(5)% of females reported as employees. In relation to monthly income, 8(40%) of males and 6(30) % of females, or 14 (70%) said their monthly income varies from day to day depending on the begging conditions or luck.

However, 5(25%) of males and 1(5%) of females reported their monthly salary to be between 980 Birr and 1565 Birr.

In terms of family size, 6(30%) of males and 1(5%) of female have 2 up to 3 family members; 5(25%) of males and 3(15%) females have 4 up to 5 family members, and 3(15%) of males and 3(15%) of females have 6 up to 7 family members.

They were also asked with whom they live. in this regard, 5(25%) males and 3(15%) of females reported that they live with their spouse in the town by renting shanty houses in small amount of money; 4(20%) of males and 2(10%) of females said that they have their own houses, 4(20%) of males live with their families or with their relatives and 2(10%) of females reported that they are living on Saint, Mary Church's compound.

In regarding to mobility, one visually impaired teacher said:-

"It is a serious (crucial) problem for me, because, the environment is not conducive to go from one place to another.....there are many obstacles, such as, holes, different animals on the road. These problems made me dependent on the other people."

In fact, most of them have similar ideas in relation to mobility. However, some of them reported that they cannot move without the help of other people. Sometimes it is difficult to find cooperative individuals to lead them. When they were asked about receiving financial and material support, majority of them reported that they do not get any support. In this regard, only 2 females said that they have got support such as, shelter, water and light, in living at the Saint Mary Church compound. The officials (experts), religious leaders and community elders also admitted that blind persons receive no financial and material support from any source. Such people, as reported by the experts and community /religious leaders, experience segregation, live by begging people for money or food on the street, market areas, church compounds and other similar places. Most of them are homeless and use their sons or other people to guide them from door to door when begging for their daily life. In the absence of any support they depend on alms giving practices.

4.4. Social Conditions of Person with Visual Impairment

Table 4.4 Responses of the Visually Impaired about Social Conditions

Items	Responses											
	V.H		H		M		L		V.L		total	%
	N	%	N	%	N	%	N	%	N	%		
Interaction with parents	-	-	4	20	5	25	11	55	-	-	20	100
Interaction with peers	2	10	-	-	5	25	13	65	-	-	20	100
Interaction with community	-	-	-	-	4	20	16	80	-	-	20	100
How do you rate the interaction people make with those without Visual Impairment?	-	-	-	-	-	-	13	65	7	35	20	100
Your participation in social affairs in the community (eg: idir, Iqub, etc) is	-	-	2	10	3	15	15	75	-	-	20	100

Key= V.H= Very High H=High M=Medium L=Low V.L=Very Low

As indicated in Table 4.4 the degree and types of interactions between persons with and without visual impairments are varied. In this connection, the interaction of the visually impaired with their parents was low (about 55%). Only 20% said it was high. In relation to their interactions with their peers, 65% of the visually impaired believed that it was low, where as 10% and 25% reported to be high and medium respectively. Participation in community affairs as low 75% medium 15% and as high 10%.

Table 4.5 Responses of officials (experts) about the social conditions of people with visual impairment

Item	Responses											
	Very high		High		medium		low		very low		Total	%
	N	0	N	0	N	0	N	0	N	0		
How do you rate the interaction people make with visual impairment in comparison with those without visually impaired?	-	-	-	-	5	17	25	83			30	100
How do you rate persons with visual impairment participate in Different social affairs in the community? Eg. Idir, Iqub, etc	-	-	-	-	2	10	28	90	-	-	30	100

As indicated on Table 4.5, in regarding to the degree of interaction persons with visual impairment with those without visually impaired, 83% of the officials (experts) reported that low, and 17% said as it was medium.

In terms of participation persons with visual impairment in different social affairs in the community 90% of the officials (experts) said low, and only 10% reported medium.

In addition 2 community elders and 2 religious leaders were asked about Table 4.5 items for the first question they explained that these vulnerable groups as they can not interact with sighted people, because, persons with visual impairment are excluded and stigmatized by other people.

On other hand, for the second question, one community elder said that :

"I was a leader of "Idir" but did not see any participation of persons with visual impairment since most of the time they are excluded from the community."

4.5 Beliefs (views)

Table 4.6 Beliefs (views) of the visually impaired

Item	Responses											
	Very high		High		medium		low		very low		Total	%
	N	%	N	%	N	%	N	%	N	%		
To what extent do you feel loneliness and helplessness?	13	65	3	15	4	20	-	-	-	-	20	100%
To what extent are you sensitive to the reaction and feeling of other people towards you?	-	-	15	75	5	25	-	-	-	-	20	100%
How do you rate your acceptance by other people?	-	-	4	20	2	10	14	70	-	-	20	100
How much do you rate the belief that people with visual impairment are burden to their families or community	-	-	15	75	3	15	2	10	-	-	20	100

Regarding to Table 4.7, 80% of them expressed that they feel loneliness and helplessness. Further more 75% of them are very sensitive to the reaction and feeling of other people towards them. The degree of their acceptance by other people was high (20%), medium (10%) and low (70%). In relation to the belief that people with visual impairment are burden to their family or community, 75% reported as high, 15% as medium and 10% as low.

Table 4.7. Perceptions of officials (experts) about people with Visual Impairment

Item	Responses											Total	%
	Very high		high		medium		low		very low				
	N	%	N	%	N	%	N	%	N	%			
How do you think persons with visual impairment acceptance in Hossana town by other people (sighted people)	-	-	-	-	5	17	25	83	-	-	30	100	
To what extent do people have positive reaction and feeling towards persons with visual impairment	-	-	5	17	5	17	20	66	-	-	30	100	
What extent do you believe that persons with visual impairment are burden to the family and community	-	-	27	90	3	10	-	-	-	-	30	100	

As indicated on Table 4.7, 83% of the officials believed that persons with visual impairment have low acceptance by the people in the town, and 17% said medium and 17% low respectively. Further more, 90% of them believed that persons with visual impairment are burden to the family and community.

The perceptions of the community elders were also assessed accordingly, they have the feelings that most of the time persons with visual impairment wish to be street beggars far from their family, try to live alone. The community elders also felt that such blind persons were becoming more burden on the community than on their own parents.

4.6. Locus of Control of the Visually impaired

Table 4.8 External and internal locus of control of the visually impaired persons

No	A external locus of control items	No	B Internal locus of control items	Responses			
				A		B	
				N	%	N	%
1	Making a lot of money is largely a matter of getting the right breaks	1	Promotions are earned through hard work and persistence	16	80	4	20
2	The number of poor people indicates that more people are not trying to improve their life	2	life is largely a gamble	18	90	2	10
3	it is silly to think that one can really change another person's basic attitude	3	When I am right I can convince others	11	55	9	45
4	Getting promoted is really a matter of being a little luckier than the next.	4	In our society a person's future earning power depends on his or her ability	5	25	15	75
5	If one knows how to deal with people they are really quite easily led.	5	I have little influence over The way other people behave towards me	9	45	11	55
6	People like me can change the course of world affairs if we make ourselves heard	6	it is only wishful thinking to believe that one can readily influence what happens in our society at large	18	90	2	10
7	A great deal that happens to me is probably a matter of chance	7	I am the master of my fate	19	95	1	5
8	Getting along with people is a skill that must be practiced.	8	it is almost impossible to figure out how to please some people	18	90	2	10
Total				117	73	43	27

Key= A stands for external and B for internal locus of control.

In regarding to Table 4.8, when persons with visual impairment were asked about their choice either external or internal locus of control from one up to 8 items. For item 1 16 (80%) of them said A and 4 (20%) B, item2 18(90%) of respondents were reported A and 2 (10%) B, item3 11(55%) of individuals were answered A and 9(45%) B, item 4 5(25%) of them said A and 15 (75%) B, item 6 18(90%) of persons with visual impairment were reported A and 2(10%) B, item

7 19 (95%) of them said A and 1(15%) B, lastly for item 8 18(90%) of individuals reported A and 2(10%) B.

Total ratio of external locus of control was 117 (73%) and internal locus of control also was 43 (27%).

4.7. Legal Conditions

All the participants of the study asked about rehabilitation program for persons with visual impairment either present or not in the town according to Ethiopian government policy, all of the respondents reported that have no any rehabilitation program in the town.

On the other hand when study participants asked about equal rights for education and employment for persons with visual impairment, majority of them reported that as they have no equal right to get necessary education and work opportunity to meet their need.

Especially education department officials added that, still these vulnerable groups were ignored; nowadays it is a hot issue and has planned to give primary education for all according to their needs.

In relation to membership to the Ethiopian Notional associations of the Blind, only two of the total respondents said that they are member of the association.

4.8. General Question and Responses

In relation to general interview guides, the participants responses were as the following:

In terms of the major problems of persons with visual impairment, their response were presented as:

- *Being visually impaired*
- *Being illiterate*
- *Have no property and land*
- *Begging as income source*
- *Unconducive environment to move from one place to another freely.*
- *Dependency upon the others*
- *Stigmatization and segregation*
- *Negative attitudes (views) of sighted people towards persons with visual impairment*
- *Low emotional and psychological feelings of person with visual impairment,*
- *Low participation in social affairs and different activities.*

Regarding to what factors contribute to the problems, the respondents mentioned the following:

- *Lack of early intervention*
- *Lack of educational opportunities*
- *Unavailability of medical services*
- *Unavailability of prevention programs*
- *Ignorance and in misperceptions about blindness*
- *Poor development in economic, social and political system.*
- *Absent of vocational (skill) training programs.*
- *Low awareness of the people (community) about the needs of persons with visual impairment to be supported*
- *Absence of income generating programs*

The respondents were also able to provide suggestions to improve the standard of living condition; their responses can be categorized as follows:

- *Practice equal right to education and employment opportunities*
- *Create preventive and proactive programs*
- *Provide shelter and clothing as well as money*
- *Facilitate education , skill training and employment initiatives*
- *Raising the awareness of the community*
- *Promote advocacy roles.*
- *Improve the economic situations to safe guard and practice equal rights of persons with disabilities.*

4.9. Focus Group Discussion

In the focus group discussion, there were 7 persons, (5 males and 2 females) with visual impairments who were asked various questions regarding the living situations of persons with visual Impairment. Based on their responses, 3 of them believed that the causes of blindness are diseases, and 2 of them said harmful practices (local medical treatment), and 2 others evil-eyes.

As regards their income sources, 5 of the participants in the focus group discussion said begging on the streets, market areas, etc... was main task for daily life. Hence one of the participants added that

"Begging is a very difficult to task every day. For this reason taking rest between days is necessary for the next day begging. Since I have no alternative ways of income, I live with this problem every day".

Other 2 participants reported that they have monthly income (salary).

Discussion about comparing themselves with sighted people, one participant said that "I would like to be a professional in administrative area to show that persons with visual impairment can become lawyers, good civil servants, and teachers. Therefore they should not be ignored

One participant who felt desperate for being blind said;

"I tried to kill myself, when I lost my sight, to live in a dark world, without a chance to participate in different activities. On equal footing with sighted ones."

One female participant pointed out how blind people go through various forms of stigmatization and segregation and their nil chance for marriage.

One other female panelist said *"I am living in Saint Mary Church compound. So, I am not volunteer to participate in the discussion unless you gave me incentives."*

The results of this study will discussed in the fifth chapter.

CHAPTER FIVE

DISCUSSIONS

In this chapter the data collected from the subjects involved in the study are discussed. Semi-structured, structured and open-ended interview questions and focus group discussion were used to collect the data on the living situations of persons with visual impairment. Similarly, the information obtained from the literature review was useful to develop the discussion. Major findings based on the research questions of the study and the literature reviews are presented as well.

5.1. Background of Respondents (Participants)

5.1.1. Profiles of Persons with Visual Impairment

As indicated on Table 4.1, 65% of the sample were males and 35% were females whose ages range from 20 to 50 years. This shows that all of them could be energetic and productive if they were equipped with the necessary skills and knowledge.

Though blindness is common for both sexes, the consequences of impairment (blindness) are serious for women since women in Ethiopia experience social, cultural and economical disadvantage that impede their access to health care, education, training and employment opportunities. In relation to marriage, only 2 males were unmarried the remaining 40% of males and 15% females were married. It is important that the majority of the sample populations are married.

The majority of the people with Visual Impairment were married, if one may ask, what should be the factors that help them married? The answer could be either the needed for mutual support or compensation for lack of social ties with other sighted persons.

In terms of education achievement, 30% males and 30% of females are found to be illiterate while 10% of males were primary school complete before the onset of blindness and 25% of males and 5% of female have high education diploma and above. 30% of them came from university who assigned in governmental organizations in the town. Generally 60% of them did not get any educational access in the town and 30% has chance to hold diploma. Other 10% were completed primary school.

Regarding to education, Scholl (1986), stressed that each blind person must be taught according to his interests and abilities. Further more, blind people must be trained to take their places in the social and economic life of their communities. In the cases of blind people in Hossana most of them have no access to educational services and therefore are unable to take part in the development of the country.

In relations to onset of blindness, all of them became blind (after birth). When they reported about time of onset, 6 of them became blind before the age of 5 years and 14 were after the age of 5 years.

This finding is consistent with the results of Heward (1988) who explained that visual impairment can be congenital or adventitious. He also pointed out that a person who has been blind since birth naturally has quite a different view of the world from of a person who became blind at later age. In this vein the onset of blindness may have strong impact on the psychological and social situations of the visually impaired.

5.1.2. Profile of Officials, Experts, Religious Leaders and Community Elders

As indicated on Table 4.2, 10 officials, 20 experts, 2 religious leaders, and 2 community elders participated in this study. Their ages ranges were from 31-51 years. These individuals were involved in this study to provide vital information about the living conditions of persons with visual impairment in the town.

5.2. Causes of Visual Impairment

Regarding to causes, Tirussew (1989) reported that the causes of visual impairment in Ethiopia can be trachoma, vitamin A deficiency, and gonorrhoea in the eyes of new born babies, river blindness, measles which can injure the surface of the eyes, cataract and typhoid fevers.

In the case of this study, however, other factors such as lack of awareness, and harmful traditional practices including wrong beliefs like evil-eyes, curses and punishment from God were cited as well.

5.3. Current Living Conditions

Concerning the current living situations of persons with visual impairment, it was found out that 40% of males and 30% females (70%) are engaged in the activity of begging because they do not have other means of income. In the case of their living situation is depressing and frustrating. Such young people living in that condition can be a grave concern for the country at large. In the efforts to sustain their livelihood, street beggars as interviewed and observed use a number of techniques to gain the attention of individual or humanitarians such techniques include the use of their own children or other children who are destitute to do the job with them. In addition, they use dramatically sad songs to help them catch easily the sympathy of others. It is not easy to know their monthly income. Due to uncertainty of their daily collections.

On the other hand, 25% of males and 5% of female (altogether 4 persons) were employees of different governmental organizations. Their monthly income was in the range of 980 Birr to 1565 Birr. This employment opportunity for this group is due to their access to education.

As regards family size, majority of them have 4 up to 5 family members. Thus, family is an important social institution to have common residence, strength economic co-operation and increase reproduction and work force. But there are many pitfalls about it unless it is planned properly.

With regard to family interactions, the presence of persons with visual impairment could obviously bear an influence on the dynamic nature of human communication and relationships. Especially in many parts of Ethiopia having a person with disability can affect the venues of communication.

In light of living with others, 40% of them reported that they are living by renting shanty houses in the town, where as only 20% of males said that they live with their family (relatives) and 30% of them are living in their own houses, but, 2(10%) females live in Saint Mary Church compound, since the church provided them with free shelter, water and light.

In relation to mobility, all of them depend either on their spouses, families, their own children or other people to move from one place to another. This shows that the success of their living situations depends on the support of the other people. In this case, lack of mobility skills or conducive living environment makes their lives more difficult. For instance, concerning mobility, Kirk (1993) concluded the greatest limitations imposed by blindness are the problems of becoming oriented to one's environment and immobility. These situations force dependence and can cause the greatest personality, social and economical problems for individuals who are visually handicapped.

In relation to financial and material support, the majority of the respondents said that they have nobody to support them. However 2 female respondents reported that they got shelter, water and light freely in the compound of Saint Mary Church. Though this type of support is not enough, it is important to save their life.

In their further explanation, the officials, religious leaders, and community elders mentioned how the majority of the blind live by begging for money from individuals who are going on the streets and door to door for their daily life.

This condition is perceived as the relative absence of income, asset, basic services, self respect, and opportunities for education and social mobility and participation in decision making (Elizabeth, 1997).

5.4. Social Condition of Persons with Visual Impairment

As indicate on Table 4.4, concerning the interaction of persons with visual impairment, majority of them have low interaction and social participation in every walk of life or in all social affairs.

In considering their circumstances, one can realize that the life of persons with visual impairment depends on the way others treat and look at them.

In this regard, Warner (1988) and Daniel (2000) believe that visually impaired persons face difficult circumstances not only from the disability itself, but also from the view of the community towards them and the ways others treat and consider them.

That is why persons with visual impairment are more or less neglected depending on the society they are in. for instance in some societies, they are mistreated by being targets of jokes, objects of curiosity, and pity, and provoker of fear for the unfortunate tricks that life can play. For this reason some parents prefer to hide them (Tibebu, 1995; and Anastasia, 1997). From such perspective one can share the views of Dentler (1972) who concluded that social problems are not limited to problems that have social effects. They are environmental, technological, cultural and demographic as well as social and psychological in their multiple origins.

5.5. Beliefs (Views)

Out of the total, 65% of them said very high and 15% high that they have feeling of comeliness and helplessness. On other hand, 75% of them reported that high sensitive to the reaction of the other people and 25% medium. In this connection, 70% of the persons with visual impairment have low acceptance.

Regarding to the question of being burden to their families or community 75% of the persons with visual impairment had high feelings of being burden where as 15% had medium and 10% low.

Relation to beliefs (views, of officials (experts) as indicated in Table 4.7, majority of them reported that had low acceptance of persons with visual impairment and low positive reaction and feeling towards them. On the other hand, 90% of them said as they are burden to the family and community also. The religious leaders and community elders were conformed as that of officials (experts).

This finding clearly suggests that the community has unfavorable views toward persons with visual impairment and viceversa.

There is no wonder why the community has low expectations about persons with visual impairment since their participation at family, neighborhood and community levels is low and have feelings of loneliness as a result of limited services and special programs restricted involvement in socio-cultural activities, sports and clubs as well as the discriminatory practice in employment opportunities.

In this connection, Franzoi (2000) stressed that the persons with visual impairment who have not received proper rehabilitation treatment, or if they are discriminated against in the work place, education systems, cultural and sporting activities, and buildings are inaccessible and the social environment set them apart from society, will grow worse and worse.

Furthermore, in relation to beliefs; there is a general tendency to think persons with disabilities in general and persons with visual impairment in particular as weak, helpless, dependent and unable to live independently by themselves. However they are stigmatized and excluded from the mainstream society. The misconceptions of causal attribution added to the misunderstanding of the capabilities of persons with visual impairment have resulted in a generally negative attitude and stereotyped understanding towards them (Smith, et. al. 1994).

5.6. External and Internal Locus of control of persons with Visual Impairment

As most of the respondents see themselves, they feel that their lives are controlled by outside forces or face such self-perceptions have impaired their future plans or lives. As long as they believe in fate or external forces to decide their destinies, they may live with hard feelings. Of course, some of them have internal locus of control. These individuals believe in hard work and personal efforts to improve their lot.

Ensuring the feeling of the persons with visual impairment, Roberston and Brown (1992) explained that much of the impact is seen to be similar to that of experienced by individuals with recognized disabilities. The issues relating to lack of empowerment, choice, regression of behavior and inability to function effectively to overcome difficulties without external supports may all lead them to be helpless or have high external locus of control.

5.7. Legal Condition

In light of rehabilitation, in Ethiopian constitution of the Federal Democratic Republic of Ethiopia 1995, Article 4(5) sets out the states responsibility for the provision of necessary rehabilitation and support services for people with disabilities (ECP, 2004). Hence, in terms of rehabilitation program in Hossana town, all the respondents reported that there is no rehabilitation program in the town.

Hence, The National Program of Action for focus on the area of disability prevention, medical rehabilitation, educational rehabilitation, vocational rehabilitation and employment services, accessibility, awareness-raising, strengthening and expanding disabled persons organizations, sport recreation, and family life. According to informants report from above mentioned program even a single program has not yet been implemented.

In the case of equal rights for education and employment, majority of persons with visual impairment are not considered to have equal right to education, work opportunities and participation in social and cultural activities according to their ability. It is only a few numbers of educated persons with visual impairment and officials (experts, who reported that they have some basic rights, citizenship rights which are not fully realized.

These individuals believe that equal rights movements in this country are far behind and therefore await coordinated efforts to realize them. Currently people with disabilities are the victims in this connection, one example cited by Tirussew (1998) states that persons with disability in the area of education and employment, there is a mismatch between the interests or abilities of persons with visual impairment and their placement.

Regarding the Ethiopian National Associations of the Blind, only two governmental workers are members of the association. In their further explanations, it is not structured (expanded) in the country. It is found only in Addis Ababa. Their benefit is taking Braille when they go to Addis Ababa.

When we discuss the Ethiopian national associations of the blind (ENAB) it was established in 1960 and carries out educational and rehabilitative activities of blind and visually impaired persons. ENAB operates three residential primary schools for the blind, and 6 production centers, engaged in carper weaving, textile weaving and brush manufacture, employing over 300 blind adults. Recently, ENAB established non-profit "society for rehabilitation of Blind and handicapped persons" to manage its rehabilitation and production activities (ECP, 2004; and MOLSA, 1990). Nevertheless this organization is expected to develop and ran many different activities to achieve its objectives at national level. Thus, relationships between the responses of informants and ENAB activities indicated how far that needs further assessment.

5.8. General questions and Responses

In this study the major problems of persons with visual impairment in Hossana town, according to the research respondents in different perspectives were, Being visually impaired and illiterate, lack of property and land, involvement of begging in different places, unconducive environment to move freely from place to place. As a result, they became dependent on the other people, stigmatization and segregation by others people and community were common.

Inappropriate external and internal feeling and low participation in social affairs and different activities.

Factors in living situations of persons with visual impairment have shown that there are many factors that determine their living conditions. Among the many factors the most influential are:-

Lack of early intervention and educational opportunities, unavailability of medical services, ignorance and not realize prevention programmes especially by regional government and NGO's and particularly Hadiya Zone, economical, social and political problems, absent of vocational (skill) training, low awareness of people or community about the specific problems that to be supported and absent of income generating program for this vulnerable group.

The respondents were provided comment to improve the living situations of persons with visual impairment in Hossana town as follows:

Need to give priority for education, skill training and employment opportunity, should identify their problems to create preventive programme, the government NGO's, society, civic organization, family and other humanitarians facilitate to create preventive conditions.

Develop awareness of the community and advocacy about their problems, economical, political, and cultural consideration should be need to tackle the problem of persons with visual impairment practical action should be taken to solve their problems in each level of governmental organizations and additional support such as:- shelter clothing, land. . . et should be given to them.

5.9. Summary of Group Discussion

The important points which can be raised in the discussion were one panelist mentioned that begging for the daily survival is intolerable conditions, Because, begging itself is culturally shameful in the town and on the other hand hardship for the beggar. The facts that much talking in a day is too difficult for the individual. So that some days rest is as needed for such persons. Since, have no means of living, this begging will be continues.

In light of support one female panelist, she is living in Saint Mary Church compounds she reported as she was not volunteer to participate in the discussion that she was expected some money from the researchers, and she said "many people knock my door and ask me as a doctor without any support." This indicated that there is no any response for her problems. This condition leads her to be hopelessness and helplessness.

When comparing persons with visual impairment with other people one teacher panelist explained that, persons with visual impairment would be lawyers civil servants, teachers etc. Therefore should not be ignored specially in south region. Since, have no any adjustment according to their needs and ability, persons with visual impairment cannot equally compute with sighted people. Another panelist as he tries to kill himself, when the blindness is occurred. This indicated that an individual tortured in his state of inner felt, intolerable emotion with social and cultural context. Furthermore one female teacher panelist added as have no equal marriage opportunity within the community. Because of this many persons with visual impairment, socially and culturally they are stigmatized and segregated.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1. Summary

The main purpose of the study was to describe the living situations of persons with visual impairment in Hossana town.

The total participants of study were 54. out of them 13 were males and of were females with visual impairment. The remaining were 34 males who were officials or experts in different government organizations, religious leaders and 2 community elders.

Pilot study was conducted with 2 visually impaired, 3 experts and of community elders to check the validity of the study tools.

Semi-structured, structured and open-ended interview questions and focus group discussion were used as major tools.

The data were collected on the various variables such as background of respondents, status of visual impairment, current living conditions of persons with visual impairment, their external and internal locus of control, their beliefs (views) as well as the perceptions of sighted persons about blindness and legal conditions were collected and analyzed.

The data were collected by interviewing the visually impaired indifferent places (such as work, place, home setting, market area, church compound. . . etc.) and other respondents at their work places.

The collected data organized, presented and interpreted by using qualitative method.

On the basis of the research results, all the visually impaired individuals were unproductive age (from 30 up to 50 years) and most of them were married except 2 individuals.

Concerning educational status, majority of them were illiterate. Most of them became blind before they were 5 years old.

The causes of their impairment were accident, diseases, cataract and other traditional practices.

As regards their current living conditions, many of these individuals with visual impairment were involved in begging activities, and of course some educated individuals are employed in governmental organizations.

In terms of family size, most of them have 4-7 family members and they live with their spouses or families or relatives. Majority of them are homeless, landless and lack external or additional supports.

In light of mobility skills each one of them had serious problems to go from one place to another. In connection to this they have low interaction and low participation in social activities, high feeling of loneliness, helplessness and low-esteem.

Concerning legal support they have no any access to safeguard or realize their rights.

Major problems of persons with visual impairment were found; being visually impaired and lack of participation in social, economical and political affairs, lack of education, economic hardships or poverty, physical and social barriers to interact with other people, segregation and negative attitudes, - - - etc. As a result, their living situations have become worse

Major factors were mentioned, lack of intervention and prevention program, unavailability of medical services, low awareness of people, absence of vocational training and income generating programs.

6.2. Conclusion

On the bases of the findings, the researcher has arrived at the following conclusions.

- Illiterate individuals with visual impairment have more problems in their living situations. As a result, their whole lives are dependent on begging to survive.
- Majority of them are homeless, landless and in need of economic support. Because of this, they are suffering from chronic poverty.
- All the persons with visual impairment have problems of physical environmental barriers to move freely from place to place and they become dependent on sighted persons. They have low interaction and low participation in social affairs. These are threads of interwoven social cultural factors which operate against the adjustment of persons with visual impairment and social barriers which block educational and employment opportunities in the town.
- Problems of high feeling of loneliness, helplessness and low self-concept made the visually impaired excluded from the community. In addition, negative attitudes, stereotyped thinking and discrimination by sighted people were more critical problems for persons with visual impairment in the town.
- Factors which determined the majority of their living conditions were lack of early intervention programs and educational opportunities, absence of medical services, lack of adequate attentions by the government, NGO's and community members, absences of income generating programs, lack of preventive programs and vocational programs.

6.3. Recommendations

Based, on the literature review and the finding of this study the following recommendations were forwarded.

- By identifying the problems, various efforts afford to meet the needs of persons with visual impairment and to promote their full participations in political, economical and social activities.
- Appropriate education, skill training, employment opportunities and other services provide to ensure the welfare of individuals with visual impairment. In addition, appropriate Legislative measure should be taken for practical action.
- In order to curb the problems of living conditions of this vulnerable group, the government, NGO's, society, civic organization, family members and other humanitarians need to create intervention strategies as appropriate.
- Raising the awareness of visually impaired to accept their limitations and build up their self-esteem, on one hand, and raising community awareness to eradicate negative attitudes, stereotype of understanding and social stigma attached to persons with visual impairment, on the other hand is urgent.
- Removing physical barriers in their living areas, work and other public places.
- Finally, EFPD, particularly ENAB in the country and in Hossana need to play vital roles by expanding its organizational structure and support system to raise the awareness of their members as well as community members to change the present living conditions of persons with visual impairment.

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ANNEX A-1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDES

DEPARTMENT OF PSYCHOLOGY

1. Interview Questions for persons with visual Impairment

The main objective of this interview is to obtain (collect) data for a study intended to investigate the living situations of persons with visual impairment in Hössana town.

The data obtained from this interview will be used only for the purpose of this research. Therefore, there is no need of being secretive in your answer. Any information given will be kept confidential.

Direction:- Fill in the space provided or circle the answer.

Thank you in advance for your cooperation

Part I. Background of persons with visual impairment

1. Sex 1. M _____ 2.F _____

2. Age 1, 20 to 30 3, 41 to 50

2. 31 to 40 4. above 51

3. Marital stats 1, married 3, divorced

2, Single 4, Widowed

4, Educational level 1, Illiterate 3, Diploma

2, Primary level 4, Above diploma

5, onset to blindness

5.1 Congenital

5.2 Acquired (at what age?)

5.3 Other (specify)

Part II Status of Visual Impairment

6. Level of visual impairment

6.1 Totally blind

6.2 Partially blind

7. What do you think is the cause of your visual impairment?

7.1 Genetic

7.2 Accident

7.3 Disease

7.4 Others. Specify _____

7.5 I do not know?

Part III Current Living Conditions

8. Type of your work _____

9. Your monthly income _____

10. Your family size _____

11. With whom do you live? _____

12. How do you move from one place to another place in your living area?

13. From which of the following do you get financial and material support?

13.1 Government agency

13.2. NGO

13.3. Individual persons

13.4. Other source (specify) _____

Part-IV Social Conditions

14. In your opinion your interactions with your parents are

14.1 Very High

14.4 Low

14.2 High

14.5 Very Low

14.3 Medium

15. In your opinion. Your interactions with your peers are

15.1 Very High

15.4 Low

15.2 High

15.5 Very Low

15.3 Medium

16. In your opinion, your interactions with your community are:

16.1 Very High

16.4 Low

16.2 High

16.5 Very Low

16.3 Medium

17. How do you rate the interaction people make with you in comparison with those without visual impairments?

17.1 Very High

17.4 Low

17.2 High

17.5 Very Low

17.3 Medium

18. Your participation in social affairs in the community eg. Idir, Iqub. Maheber, etc...is

18.1 Very High

18.4 Low

18.2 High

18.5 Very Low

18.3 Medium

Part V. Beliefs or Views

19. To what extent do you feel loneliness and helplessness?

19.1 Very High

19.4 Low

19.2 High

19.5 Very low

19.3 Medium

20. To what extent are you sensitive to the reaction and feeling of other people towards you?

20.1 Very High

20.4 Low

20.2 High

20.5 Very low

20.3 Medium

21. How do you rate your acceptance by other people

21.1 Very High

21.4 Low

21.2 High

21.5 Very low

21.3 Medium

22. How much do you rate with the belief that people with visual impairment are burden to their families or community?

22.1 Very High

22.4 Low

22.2 High

22.5 Very low

22.3 Medium

Part VI Locus of control

23. **Instructions** Listen to the questions and tell me whether you agree more with choice A or choice B

A external locus of control	B internal locus of control
1. Making a lot of money is largely a matter of getting the right breaks	1. Promotions are earned through hard work and persistence
2. The number of poor people indicates that more and more people are not trying to improve there life	2. Life is largely a gamble
3. It is silly to think that one really change another person's basic attitudes.	3. When I am right I can convince others
4. Getting promoted is really a matter of being a little luckier than the next person.	4. In our society a person's future earning power depends on his or her ability.
5. If one knows how to deal with people they are really quite easily led.	5. I have little influence over they way other people behave towards me
6. People like me can change the course of world affairs if we make ourselves heard.	6. It is only wishful over thinking to believe that one can readily influence what happens in our society at large.
7. A great deal that happens to me is probably a matter of chance	7. I am the master of my fate
8. getting along with people is a skill that must be practiced	8. It is almost impossible to figure out how to please some people.

Part-VII Legal Conditions

24. Do you participate in rehabilitation program in the town?

- 1. Yes, If yes, in what kind of program? _____
- 2. No,

25. Do you think you have equal rights for education and employment Opportunities? _____

26. Are you the member of the Ethiopian National Associations of the Blind?

- 1. Yes, if yes, what do you benefit? _____
- 2. No

Part VII General Questions

27. What are the major problems of your living conditions?

28. What factors contribute to these problems? _____

29. What do you suggest to improve your standard of living conditions?

Thank You

ANNEX:A-2

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUTE STUDIES
DEPARTMENT OF PSYCHOLOGY**

2. FOCUS-GROUP DISCUSSION WITH PERSONS WITH VISUAL IMPAIRMENT

The main objective of this focus-group discussion is to obtain relevant information about the living situations of persons with visual impairment in Hossana town.

The information obtained from this focus-group discussion will be used only for the purpose of this research. Therefore, there is no need of being secretive in focus-group discussion. Any information in the discussion will be kept confidential

Thank you in advance for your cooperation

Key questions for focus-group discussion

1. What do you think are the causes for visual impairment?

2. What is the source of your income?

3. Do you have any support from NGO's, The Government, community or Others? What kind? Please explain?

4. How do you compare other people and your self?

5. How do you feel the reaction and feeling of other people towards you?

6. What are the major problems in your living conditions?

7. What factors contribute to these problems?

8. What do you suggest to improve your living conditions?

Thank You

ANNEX:A-3
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUTE STUDIES
DEPARTMENT OF PSYCHOLOGY

3. Interview Questions for Leaders (officials and Experts)

The main objective of this interview is to obtain (collect) data for a study intended to investigate the living situations of persons with visual impairment in Hossana town.

The data obtained from this interview will be used only for the purpose of this research. Therefore, there is no need of being secretive in your answer. Any information given will be kept confidential.

Direction:- Listen to the questions and provide the most appropriate answers opinions and feelings orally to person reading the question to you.

Thank you in advance for your cooperation.

Part-I Background Information

1. Sex 1. M _____ 2.F _____
2. Age 1. 20 to 30 3. 41 to 50
2. 31 to 40 4. Above 51
3. Position _____
4. Educational level _____

Part-II living Conditions

5. What do you think are the source of income for visually impaired persons? _____

6. In your organization do you support persons with visual impairment?
1. Yes. If yes, specify in what way? _____

2. No

Part III. Social conditions

7. How do you rate the interaction people make with persons with visual Impairments in comparison with those without visual impairments?
7.1 Very High 7.3 Medium 7.5 Very low
7.2. High 7.4. Low

8. How do person with visual impairment participate in different social affairs in the community? (eg Idir, iqub, and Maheber etc.)

8.1 Very High

8.4 Low

8.2. High

8.5 Very low

8.3 Medium

Part IV. Beliefs or perception

9. How do you think that persons with visual impairment acceptance in Hossana town by others people?

9.1 Very High

9.4 Low

9.2. High

9.5 Very low

9.3 Medium

10. To what extent do peoples reaction and feeling towards persons with Visual impairment?

10.1 Very High

10.4 Low

10.2. High

10.5 Very low

10.3 Medium

11. Do you believe that persons with visual impairment burden to the family and community.

11.1 Very High

11.4 Low

11.2. High

11.5 Very low

11.3 Medium

Part V Legal Conditions and General Questions

12. Is there any rehabilitation program in the town for these groups?

1. Yes, If yes specify them _____

2. No

13. Do you know that persons with visual impairment have equal right to Education and employment opportunities?

1. Yes, If yes, how? _____

2. No, If no, how? _____

14. What are the major problems for their living situations? _____

15. What factors contribute to the living conditions of persons with visual impairment in the town? _____

16. What do you think that concerned organizations, community members and others do for persons with visual impairment to improve their Living conditions? _____

17. Do you have additional ideas and comments about their living situations?

Thank you

ANNEX:A-4

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

4. Interview Guide for Religious Leaders and Community Elders.

The main objective of this interview is to obtain (collect) data for a study intended to investigate the living situations of persons with visual impairment in Hossana town.

The data obtained from this interview will be used only for the purpose of this research. Therefore, there is no need of being secretive in your response. Any information given will be kept confidential.

Direction: - Listen to the questions and provide the most appropriate answers, opinions and feelings orally to person reading the question to you.

Thank you in advance for your cooperation.

Part-I Background Information

1. Age _____
2. Religion _____
3. Educational level _____
4. Position _____

Part-II In relation to living conditions

5. What do you think are the source of their income? _____

6. Do religious and community leaders support persons with visual Impairment?

1. Yes, If in what work?

2. No

7. Do people interact with persons with visual impairment in the same Ways as they are interacting with non-visually impaired persons?

1. Yes

2. No, if no why? _____

3. Do not know

8. Do you believe that persons with visual impairment are burden to the Family and community?

1. Yes, if yes specify _____

2. No

3. Do not know

9. What are the factors which influence living conditions of persons with? Visual impairment? _____

10. What measures should be taken by the Government, NGOs. The community Parents....etc to improve the living conditions of persons with visual impairment ?

Thank you

ANNEX-A
አዲስ አበባ የኒኮርኒቲ
የድህረ ምረቃ ትምህርት ክፍል
ሳይኮሎጂ ዲፓርትመንት

1. ማየት ለተሳናቸው የሚቀርብ ቃል መወያየት

የዚህ ቃል መወያየት ዋና ዓላማ ለሆነው ከተማ ማየት የተሳናቸውን ለማለት ሆኖ ሆኖ ለማወቅ የሚያስችል መረጃ ለመስጠት ነው። ከዚህ ዋና ቃል የሚሰጠው መረጃ ለዋና ዓላማ ብቻ የሚያገለግል ስለሆነ የምትሰጡት መረጃ ሆኖ ሆኖ ለማወቅ የተሰጠ ነው።

ስለሆነም ለሚወያየው ጥያቄዎች መልስ ይሆናል ብለው የሚገምቱትን ሃሳብ እንደገልጹልኝ ዘንድ በትህትና እጠይቃለሁ።

ለትብብርዎ በቅድሚያ እመሰግናለሁ።

ክፍል አንድ ፡ ማየት የተሳናቸው ለዎች የግል ሁኔታዎች

1. ፆታ ወንድ ሴት

2. እድሜ 2.1. ከ20 እስከ 30 2.3. ከ41 እስከ 50

2.2. ከ30 እስከ 40 2.4. ከ51 በላይ

3. የጋብቻ ሁኔታ ያገባ ያላገባ የፈታ ባል/ሚስት የሞተባት/የሞተባት

4. የትምህርት ደረጃ 4.1. ያልተማረ 4.3. ሁለተኛ ደረጃ

4.2. የመጀመሪያ ደረጃ 4.4. ከዲግሎማና ከዚያ በላይ

5. ማየት የተሳናቸው ጊዜ

5.1. ከወልደት ጀምሮ 5.2. ከተወለዱበት ከተወለደ ጊዜ በኋላ

5.3. ሌላ ካለ ይግለጹ (በስንት ዓመት)

ክፍል ሁለት ፡ የማየት ደረጃ

6. የማየት ደረጃ

6.1. ሙሉ ለሙሉ ማየት የተሳካ

6.2. በከፊል ማየት የተሳካ

7. ለዓገዳን መታወር ምክንያት ብለው የምገምቱት

7.1. ከዘር የተወረሰ 7.4. ሌላ

7.2. አደጋ 7.5. አላውቀውም

7.3. በጊታ

9. ወራሃዊ ገቢ _____

10. የቤተሰብ ብዛት _____

11. ከማን ጋር ነው የሚኖሩት _____

12. በሚኖሩበት አካባቢ ከአንድ ቦታ ወደ ሌላ ቦታ የሚዘዋወሩት እንዴት ነው?

13. ከዚህ በታች ከተዘረዘሩት ውስጥ የገንዘብና የማቴሪያል ድጋፍ የሚያገኙት ከየትኛው አካል ነው::

13.1. ከመንግሥት

13.3. ከግለሰቦች

13.2. መንግሥታዊ ካልሆኑ ድርጅቶች

ክፍል አራት: ማህበራዊ ሁኔታዎች

14. በእርስዎ አመለካከት ክብርታዎ ጋር ያለው ግንኙነት

14.1. በጣም ከፍተኛ

14.4. ዝቅተኛ

14.2. ከፍተኛ

14.5. በጣም ዝቅተኛ

14.3. መካከለኛ

15. በእርስዎ አመለካከት ከአቻዎች ጋር ያለው ግንኙነት

15.1. በጣም ከፍተኛ

15.4. ዝቅተኛ

15.2. ከፍተኛ

15.5. በጣም ዝቅተኛ

15.3. መካከለኛ

16. በእርስዎ ግምት ከአካባቢ ማህበረሰብ ጋር ያለው ግንኙነት

16.1. በጣም ከፍተኛ

16.4. ዝቅተኛ

16.2. ከፍተኛ

16.5. በጣም ዝቅተኛ

16.3. መካከለኛ

17. ማየት የሚችሉ (ዓይናማ) ሰዎች ከርስዎ ጋር የሚያደርጉትን ግንኙነት ከሌሎች ዓይናማ ሰዎች ጋር የሚያደርጉትን ግንኙነት ጋር ሲያነፃፅሩ

17.1. በጣም ከፍተኛ

17.4. ዝቅተኛ

17.2. ከፍተኛ

17.5. በጣም ዝቅተኛ

17.3. መካከለኛ

18. በተለያዩ ማህበራዊ ጉዳዮች ለምሳሌ በእድር፣ በእቁብ፣ በማህበር ወዘተ - -ያለዎት ተሳትፎ

18.1. በጣም ከፍተኛ

18.4. ዝቅተኛ

18.2. ከፍተኛ

18.5. በጣም ዝቅተኛ

18.3. መካከለኛ

ክፍል አምስት: እምነት (ዝንባሌ)

19. ምን ያህል ብቸኝነትና የረዳት የለሽነት (የባደነት) ስሜት ይሰማዎታል?

19.1. በጣም ከፍተኛ

19.4. ዝቅተኛ

19.2. ከፍተኛ

19.5. በጣም ዝቅተኛ

19.3. መካከለኛ

20. ሌሎች ሰዎች ለእርስዎ በሚሰጡት አስተያየትና ስሜት ምን ያህል ይሰማዎታል?

20.1. በጣም ከፍተኛ

20.4. ዝቅተኛ

20.2. ከፍተኛ

20.5. በጣም ዝቅተኛ

20.3. መካከለኛ

21. እርስዎ በሌሎች ሰዎች ዘንድ ያለዎትን ተቀባይነት እንዴት ይመዘኑታል?

21.1. በጣም ከፍተኛ

21.4. ዝቅተኛ

21.2. ከፍተኛ

21.5. በጣም ዝቅተኛ

21.3. መካከለኛ

22. ማየት የተሳናቸው ወገኖች በቤተሰቦቻቸው ላይ ወይም በህብረተሰቡ ላይ ሽክምናቸው በሚል እምነት ምን ያህል ይስማማሉ?

22.1. በጣም ከፍተኛ

22.4. ዝቅተኛ

22.2. ከፍተኛ

22.5. በጣም ዝቅተኛ

22.3. መካከለኛ

ክፍል ስድስት: ወጫዊና ውስጣዊ ስሜቶች

23. መመሪያ ጥያቄውን በጥሞና ያድምጡና ከምርጫ «ሀ» ወይም ከምርጫ «ለ» የበለጠ እንደሚስማሙ ይንገሩኝ::

ሀ. ውጫዊ ስሜት

1. ገንዘብ ማግኘት ትክክለኛ የዕረፍት ጊዜ ከማግኘት ጋር የተያያዘ ነው።
2. ውስን ድሃ ሰዎች ተግተው በመስራታቸው መሻሻል አይመጣም።
3. የሰዎችን መሰረታዊ አመለካከት እለውጣለሁ ብሎ ማሰብ ሞኝነት ነው።
4. ዕድገት የሚገኘው በዕድል ስለሆነ በአብዛኛው የተለያዩ ጥረት ማድረግ አይጠይቅም።
5. አንድ ሰው በቀላሉ ከሰዎች ጋር መወያየት ከቻለ እነሱን መምራት ይችላል።
6. እንደኔ አይነት ሰዎች ዓለምን መለወጥ የሚችሉት ውስጣቸውን ማድመጥ ከቻሉ ነው።
7. ታላላቅ ነገሮች ለኔ የሚሆኑት በእድል ነው።
8. ከሰው ጋር መግባባት ሊዳብር የሚገባው ክህሎት ነው።

ለ. ውስጣዊ ስሜት

1. ዕድገት ሊገኝ የሚችለው ጠንክሮ በመሰራትና በፀና ዓላማ በመቆም ነው።
2. ኑሮ በአብዛኛው እንደ ቁማር በዕድል ነው።
3. እኔ ትክክል ከሆንኩ ሌላውን ማሳመን እችላለሁ።
4. በኛ ማህበረሰብ ውስጥ የአንድ ሰው ዕድገት በችሎታው ይወስናል።
5. ሌሎች ሰዎች የሚያሳዩት ባሕሪ በእኔ ላይ ተጽእኖ ያሳድርብኛል።
6. አንድ ሰው በህብረተሰቡ የሚፈጠሩ ተፅእኖዎች እንዲያስብ ማድረግ ሞኞታዊ አስተሳሰብና እምነት ነው።
7. እኔ ለእድል ወሳኝ ሰው ነኝ
8. አንዳንድ ሰዎችን ማስደሰት መቻል እንዲህ ብሎ ማስቀመጥ ይቸግራል።

ክፍል ሰባት : ሕጋዊ ሁኔታዎች

24. በከተማው ውስጥ ከሚካሄደው መልሶ ማቋቋም ኘሮግራም ይሳተፋሉ?

ሀ. አዎን መልስዎ አዎን ከሆነ በምን ኘሮግራም

ለ. የለም

25. የትምህርትም ሆነ ሥራ የመቀጠር መብት አለኝ ብለው ያምናሉ?

26. የኢትዮጵያ ማየት የተሰናቸው ብሔራዊ ማህበር አባል ነዎት?

ሀ. አዎን መልስዎ አዎን ከሆነ ከማህበር ምን ጥቅም ያገኛሉ?

ለ. አይደለሁም

ክፍል ስምንት: አጠቃላይ ጥያቄዎች

27. በኑሮ ውስጥ ዋና ዋና ችግሮች ምን ምን ናቸው?

28. ለችግሮቹ መንስኤዎች ምንድን ናቸው?

29. የኑሮ ደረጃዎ እንዲሻሻል ምን አስተያየት አለዎት?

30. በኑሮዎ ሁኔታ ላይ ምን ተጨማሪ አስተያየት አለዎት?

ማየት ከተሳናቸው ጋር የቡድን ውይይት

ሁለተኛ ክፍል

በቡድን ውይይት ቁልፍ የሆኑ ጥያቄዎች

1. ለዓይን መታወር ምክንያት ናቸው ብለው የሚገምቱት ምንድናቸው?
2. ለኑሮዎ የሚሆን ገቢ ምንጭ ምንድናቸው?
3. መንግሥታዊና መንግሥታዊ ካልሆኑ ድርጅቶች እንዲሁም ከሕብረተሰብ (ከለሎች) የሚያገኙት ድጋፍ ካለ ቢገልፁልኝ?
4. ከዓይናማ ሰዎች ጋር ራስዎን እንዴት ያወዳድሩታል?
5. ዓይናማ ሰዎች ለእርስዎ ያላቸው አስተያየትና ስሜት ምን ይሰማዎታል?
6. በኑሮዎ ውስጥ ዋና ዋና ችግሮች ምን ምን ናቸው?
7. ለችግሮቹ መንስኤዎች ምን ምን ናቸው?
8. የኑሮ ደረጃዎ እንዲሻሻል ምን አስተያየት አለዎት?

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ክፍል
ሳይኮሎጂ ዲፓርትመንት

3. ለቢሮ ኃላፊዎችና ለባለሙያዎች የሚቀርብ ቃለ መጠይቅ ፡

የዚህ ቃለ መጠይቅ ዋና ዓላማ በሆሳዕና ከተማ ማየት የተሳናቸው ሰዎች ኑሮ ሁኔታ ለማወቅ የሚያስችል መረጃ ለመሰብሰብ የታቀደ ጥናት ነው።

ከዚህ ጥናት የሚሰበሰበው መረጃ ለጥናቱ ዓላማ ብቻ የሚያገለግል ስለሆነ የምትሰጡኝ መረጃ ሁሉ ሚስጥራዊነቱ የተጠበቀ ነው።

መመሪያ፡- ለሚጠየቁት ጥያቄዎች፣ ሐሳብዎን፣ ስሜትዎን እንደሁም አስተያየትዎን እንዲሰጡኝ በትህትና እጠይቃለሁ።

ለትብብርዎ በቅደሚያ አመሰግናለሁ።

ክፍል አንድ፡- የግል መረጃ

1. ያታ ወንድ _____ ሴት _____

2. እድሜ 1. ከ20-30 3. ከ41-50

2. ከ31-40 4. ከ51 በላይ

3. የኃላፊነት ደረጃ _____

4. የትምህርት ደረጃ _____

ክፍል ሁለት፡- ስለማየት የተሳናቸው ሰዎች ኑሮ ሁኔታ

5. ማየት የተሳናቸው ሰዎች የኑሮ ገቢ ምንጫቸው ምንድነው ብለው ያስባሉ? _____

6. በድርጅታችሁ ውስጥ ማየት ለተሳናቸው ሰዎች ድጋፍ ይሰጣሉ? _____

ሀ. አዎ መልሱን አዎ ካሉ በምን ሥራ እንደሆነ ቢገልጹልኝ? _____

ለ. አይደለም _____

ክፍል ሶስት ማህበራዊ ሁኔታዎች

7. ማየት የሚችሉ (ዓይናማ) ሰዎች ማየት ከተሰናቸው ሰዎች ጋር የሚያደርጉትን ግንኙነት ከዓይናማ ሰዎች ጋር ከሚያደርጉት ግንኙነት ጋር እንዴት ያነፃፅራሉ?

7.1. በጣም ከፍተኛ 7.4. ዝቅተኛ

7.2. ከፍተኛ 7.5. በጣም ዝቅተኛ

7.2. መካከለኛ

8. ማየት የተሳናቸው ሰዎች በሕብረተሰብ ውስጥ በማህበራዊ ጉዳዮች ላይ ያላቸው ተሳትፎ ለምሳሌ በእድር፣ በእቁብ - - - ወዘተ እንዴት ይመዝኑታል?

8.1. በጣም ከፍተኛ 8.4. ዝቅተኛ

8.2. ከፍተኛ 8.5. በጣም ዝቅተኛ

8.3. መካከለኛ

ክፍል አራት:- እምነት (እመሰካክት)

9. በሆሳዕና ከተማ ማየት የተሰናቸው ሰዎች በሰዎች ዘንድ ያላቸውን ተቀባይነት እንደት ይመዝኑታል?

- 9.2. በጣም ክፍተኛ
- 9.3. ክፍተኛ
- 9.4. መካከለኛ
- 9.4. ዝቅተኛ
- 9.5. በጣም ዝቅተኛ

10. ሰዎች ማየት ለተሳናቸው ሰዎች የሚሰጡት አስተያየትና ስሜት (አክብሮትን) እንዴት ይገምታሉ?

- 10.2. በጣም ክፍተኛ
- 10.3. ክፍተኛ
- 10.4. መካከለኛ
- 10.4. ዝቅተኛ
- 10.5. በጣም ዝቅተኛ

11. ማየት የተሳናቸው ወገኖች በቤተሰቦቻቸውና በሕብረተሰብ ላይ ምን ያህል ስኬት ይሆኛሉ ብለው ያምናሉ?

- 11.2. በጣም ክፍተኛ
- 11.3. ክፍተኛ
- 11.4. መካከለኛ
- 11.4. ዝቅተኛ
- 11.5. በጣም ዝቅተኛ

ክፍል አምስት:- ህጋዊ ሁኔታዎችና አጠቃላይ ጥያቄዎች

12. በከተማችሁ ውስጥ ለእነዚህ ቡድኖች የመልሶ ማቋቋም ኘሮግራም አለ?

ሀ. አዎ አዎ ካሉ ምን ኘሮግራም እንደሆነ ቢገልፁልኝ? _____

ለ. የለም _____

13. ማየት ለተሳናቸው ሰዎች የትምህርትም ሆነ ሥራ የመቀጠር መብት እንደላቸው ያውቃሉ? _____

ሀ. አዎ አዎ ካሉ እንዴት? _____

ለ. አላውቅም አላውቅም ካሉ እንደት? _____

14. በኑሮአቸው ውስጥ ዋና ዋና ችግሮች ምን ምን ናቸው? _____

15. ለኑሮአቸው ችግር አስተዋዕጽ የሚያደርጉ መንስኤዎች ምንድናቸው? _____

16. ማየት የተሳናቸውን ሰዎች ኑሮ ለማሻሻል የሚመለከታቸው ወገኖች ምን ቢያደርጉ ይሻላል ብለው የምናሉ? _____

17. ስለኑሮአቸው ተጨማሪ ሃሳብና አስተያየት ካለዎት ቢገልፁልኝ? _____

ANNEX: C

ADDIIS ABABAA UNIIVARSIITYII

SAAYIKOLOJEA DEEPAARTIMENTA

1. Ili eedavamukeenina hicoo xa'mmichchumwwa. Ka xa'mmichchik horoor woshshi waaachcha'm beero'onne ille eedavamu manni heechki duuha'a la'immina xansiisoo xallaqqa (evidence) wixxaachchinatte. Ka Soroobiinne wixxoo xallaqqi ka soroobiine wixxoo xallaqqi ka soroob horoor woshshi xaleina awwaadoohan ihubikkinal iina kuttakkam luwwi hundim iqodabonne bi'oohance eebikkina ani xa'mmoommi xa'monichchina laboo sawwite kuttakkona haydinne xa'mmoommo.

Hara'mmitakko bikkina hiimoonim galaxxoommo.

Baxxanchi mato: ille eedabamu manni heechchi ogora:-

1. Albachchi

1.1. gooncho

1.2. Mentuchcho

2. Umur 2.1. 20 yii 30 afeebe'e e

2.3. 41 tiinsi 50 afeebde

2.2. 30 dii 40 afeebe'e

2.4. 51 ontayyinsii matiinsii hanaan

3. Eebimmi afimmi ogora

3.1, eebaakkochabe 3.2 eebubeeiance

3.3, hollaakkoohane

3.4, manchi leehaakko/mentichcho leto'ookko

4. Loa'n gabala

4.1, Losubea'ane

4.3 La'm gabala

4.2. Luxxi gabala

4.4 Dippilooma aeehanniinsim hanaanii

5. Ki'nnnek illi moo'imma hoogukkok hinkammame

5.1 qaranchiinsem

5.2 qaaranchi matqax balli lasage (mee'ihincho)

5.3 Mullek yoolas kulleke

Baxxanchi Lamo moo'immi gabala

6. Moo'immi gabala

6.1 Lule'oomam eeddabamma

6.2 Caar gaalli yoohane

7. Ka ki'nni illi eedabanchi mashka'i malaboo?

7.1 Soko'aneme

7.4 Mullek

7.2 Kambayyaato

7.5 La'oommoyyo

7.3 Jabbo

Baxxanchi Saso :- Ka ammanenne yoo heechchi ogora

8. Bax hagar -----

9. Aga'n siixxo'i -----

10. Mi'n abaroos qaxoom-----

11. Ayyenne hee'llakkamok?-----

12. Yoontakke'i beyyonne mat bagiinsi mulli бага hinkid ikkakka'a daba'llantammo?

13. Kannii woroon fintamukeeniinsi diinaxxekaa mu'uxxi hara'mmatoo siiddakkamokki hinkanniin sette?

13.1 Adilo'iinse

13.2 Adilo'an ihubeei' xaaxxitii

13.3 Mat mat manniinse

Baxxanchi Sooro Maqire heechchi duuha'anne

14. Ki'nnne sawwitakkamisanne ki'nni abaroosinne yoo hoshshi hinkidette?

14.1 horem shiqqeena

14.2 Shiggeen

14.3 Habbam

14.4 Hoffane

14.5 Horem hoffance

15. Ki'nnena la'amoo'isanne abagudinne yoo hoshshi:-

15.1 horem shiqqeena

15.4 hoffane

15.2 shiqqeena

15.5 horem hoffane

15.3 habbame

16. Ki'nnena laboo'isinne yoontakke'i beyyi manninne yoo hoshshi:

16.1 horem shiqqeena

16.4 hoffane

16.2 shiqqeena

16.5 horem hoffane

16.3 habbame

17. Moo'ookeen (illoo) manninne illi eedabamu keeninne yoo edancha akeekansitoo haare:

17.1 horem shiqqeena

17.4 hoffane

17.2 shiqqeena

17.5 horem hoffane

17.3 habbame

18. Annanni maqi'l heechchi quuxoonne kobi'llshshina seeranne, wijjo'onnee

mulkeenonnee yoo angejji:

18.1 horem shiqqeena

18.4 hoffane

18.2 shiqqeena

18.5 horem hoffane

18.3 habbame

Baxxanchi Onto amainato(wonqita)

19. Wossii adaraallanii hinkaa'n hawwudukko?

19.1 horem shiqqeena

19.4 hoffane

19.2 shiqqeena

19.5 horem hoffane

19.3 habbame

20. Mulmannii Ki'nnena uwwamoo biq sawwit ma labo?

20.1 horem shiqqeena

19.4 gabbeena

20.2 shiqqeena

19.5 horem gabbeena

21.3 habbame

21. Kinne manni hinkaa'nna iitooda'e mahinne laqqakkamo?

21.1. horemshiqqeena 21.4. qabbeene

21.2. shiqqeena 21.5. horemqabbeena

21.3. habbam

22. Ille eedamukeen ixxuwwi abaroosina te'im minaadabina matayyanoo yakka sawwiterne hinkaa'inna shiinnaatamtak kamo?

22.1. horem shiqqeena 22.4. gabbeena

22.2. sheqqeena 22.5. hcrem gabeena

22.3. habbam

Baxxanchi Loho Haxanee woro'l hindiyaatoo

23. Awwonsa: ka xa'mmichch hisimmitakka'a macceesakka'a lophphita kka'a shiinnaatantakkam doo'l "A" yetteni te'im "B" yette?

A. Hax hindiyyaato

B Woro'l hindiyyaato

1. Labatat diinat siidisoa araqaare gada'a

1. Goddi waarooch gagghiimoo ballaa_____

2. Hoff box manni qoxarakka'a

2. Heechch labackatisinne moo'akkamaare xoreexxanchi

3. Mat manchika shooto' ammi sawwite

3. Hanqa wocumals hundim amm an. nookko

dabarookkoo yaka'a sawwim qawwooma.

4. Ni minaadaphphi woronne mat manchi hane waaroo doollenne am axxoo maaja qoodookkok ixxi lachcha

4. Uulli goddookkok mat matiinsi ga

d'inne ellaa siidamimmi quuxo

5. Mulkeen' haalat dabareen xanoommi gada'I oattiitto

5. Mat manchi manninne shiinn aa tancha xanulas mat hawwi bee'em awwonseen xanoocko

6. Minada yinoommi woshsha ma cc eesulas heer uulli quuxo ogora ama diisimma sannoommo.

6. Ni minaada lambe'enne ihookkok tii'l mix xanoo hasanoo. _____

7. Igada'I lobakat luwwa caffaa'ukko.

7. I saamo qoodoommok an igagame

8. Minaadabinne anganga ama xxa mak

8. Matmat manna liiransimmi

Ka'a hee'immi qaafaassimmi hasisoo goorooma.

Aawwisookko. _____

Baxxanchi Lamara

24. Beero'i gassi woronne yookki dabarakka'a qochchimmi pirograamanne anga eddakkamo?

A. Dabachchi eeyyatti ihulas Ma pirograamanne? _____

B. Bee'e _____

25. Losano losimik ihukko baxonne aagim yookkoo yitakka'a amma'nnitakkamo? _____

26. Ki'ne I tophphe illi eedabamukee'n uulli qaaphphi mateeyyoo mina tuutichcho.

A. Dabachchi eeyya ihulas, Oomateeyyi tuutichchoom ma digalalukko? _____

B. Aa'e _____

Baxxanmchi sadeento Afardaqqi xa'mmichchuwwa

27. Ki'n hee'llakkam heechchi duuhanne keemmaalli ihaa I'nnansoo hawwo kulle. _____

28. Ku hawwi mahii ki'aa waarukko? _____

29. Caffaa tiin usheexxaakkoo heechcha hee'llakkamisina mah eranee yitakkamo? _____

30. Ka hee'llakkam duuha' anne eddakam biq sawwit yoo? _____

Illi eedabnamu keeninne gurmo'i afoorachcha

La'm Baxxancha

Gurmo's atoorachchanne foraam fooraam xa'mmichchuwwa

1. Illi jaamukkuk mahinne kiukkanda'e tiittakkamo? _____

2. Kinni gaga hee'ixxitakkamok mahinne? _____