

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**  
**DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**SOCIO-ECONOMIC CHALLENGES OF WOMEN WITH DISABILITY: THE  
CASE OF WOMEN WITH MOBILITY DISORDER AND VISUAL IMPAIRMENT  
IN HAGER TIBEB MADERAJA DERIJIT IN ADDISABABA**

**BY:**  
**ELENI NIGUSSIE**

**JANUARY, 2016**  
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## **Acronyms and Abbreviations**

**ADB-Asian Development Bank**

**AIDS-** Acquire Immune Deficiency Syndrome

**DWNRO-** Disabled Women Network and Resource Organization in Uganda

**FGD-** Focus Group Discussion

**HTMD-** Hager Tibeb Maderaja Derijit

**ICF-** International Classification of Functioning

**TVET-** Technical Vocational and Educational and Training

**WHO-** World Health Organization

**WWD-** Women with Disability

**WWDA-**Women with Disability Association

**UN-** United Nation

### ***Abstract***

*This study attempted to examine the Socio-economic challenges of women with disability in Hager Tibeb Maderaja Derijit, Addis Ababa. To meet this purpose qualitative study design were employed. Participants were selected through purposive sampling with preset criteria. The selection criteria included women with disability in the organization. Samples of 24 women with disability were considered for data collection. The data were collected mainly through interview, and FGD. The findings of the study showed that the women with disability experiences marital, social, educational, and employment challenges due to their disability`. Therefore, the study recommended that the community and the public at large need to be aware through social organizations and Medias about disability as a condition so that they will be able to understand the women with disability and provide the necessary support. As a result stigmatization and discrimination will be alleviated.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is an activity limitation and a difficulty encountered by an individual in performing a task or action; a participation restriction experienced by an individual in life situations. Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives. ICF, 2001 as cited in ADB2005).

Americans with Disabilities Act, Federal laws define a person with disability as "Any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment." In general, physical or mental impairment includes hearing, mobility and visual impairments, chronic alcoholism, chronic mental illness, AIDS, AIDS Related Complex, and intellectual impairment that substantially limit one or more major life activities (American with Disability Act, 1990).

Disability is conceptualized as being a multidimensional experience for the person involved. There may be effects on organs or body parts and there may be effects on a person's participation in areas of life. Correspondingly, three dimensions of disability are recognized in International Classification of Functioning, Disability and Health (ICF), published by the (WHO) in 2001: body structure and function (and impairment), activity (and activity restrictions) and participation (and participation restrictions). The classification also recognizes the role of physical and social environmental factors in affecting disability outcomes (Asian Development Bank (ADB),2005).

In Ethiopia, the state of person with disability in social situation can be explained by the nature of prevailing understanding of disability, in terms of the conceptualization of its causes, nature and consequences. As a matter of course, the birth of a child with disability has been recorded as source of shame, disagreement as well as divorce among some families. There is a general tendency to think of person with disability as weak, hopeless, dependent and unable to learn and the subject of charity. The misconceptions of causal attribution added to the misunderstanding of the capabilities of person with disabilities have resulted in a generally negative attitude and stereotyped discernment towards them (Rahmet, Metasebia & Selamawit, 2000).

Traditionally, the society's perceptions of disability have stemmed from the religious and social backgrounds of the community. In most regions of the country, a family who has disabled child is considered as punishment of the anger of the village witch doctor or an ancestral spirit. The community, without considering the impact on its members, displays humiliating and disabling attitudes toward people who have disability them (Rahmet, Metasebia & Selamawit, 2000).

A person with disability shares the community's perspective of cultural values and practices. Person with some form of disability became convinced that the wrong views of the society are true about them. Most of them turn out to be beggars and become lifetime dependents of the society. These types of attitudes are deeply ingrained in Ethiopian culture. For example, in the art of the society, a musician typically portrays beauty in terms of physical appearance, based on what he/she views as most desirable. As a result, the beauty and fullness of the body are attributed to the graciousness of God toward that person. If a person is born disabled, however, it is considered God's wrath on him or her and his or her family. These types of cultural

expressions portray a disabled person as less than equal and as hopeless if others do not give him or her help.

Generally, people with disability are considered ugly, and they are not welcome in society. People say they have the works of the spirit in them. Because of society's influence, a family with a child who has disability considers this child as a burden. In most places, a family hides their child for fear of being outcasts in the village. They would not consider them as useful to the community. Some think they are intellectually impaired too. In most cases, disabled children grow up learning from their parents that they are not worthy of mixing with other kids their age. The children accept the norm and believe they are cursed and under the punishment of God (MesfinTaye, 2011).

Women with disabilities are the most vulnerable and marginalized groups in today's society. Many women with disability are hidden at their home by their families and not considered as productive citizens rather they are seen as burden of the country. The disability stereotyping compounded with gender-role dynamics has made women with disabilities the subject of double discrimination in many different facets of life. Besides, women with disabilities have also been exposed to different forms of emotional and sexual abuses. They are being subjected to domestic labor exploitation.

In addition, persons with disabilities, particularly women with disability face discriminatory treatment at the time of employment. The prevalence of discriminatory treatment in promotion, transfer, scholarship and other privileges were common for women with disability (Traustadottir, 1990).

## **1.2 Statement of the Problem**

Women with disability often encounter attitudinal and environmental barriers that prevent their full, equal and active participation in society. These barriers interrupt particularly on the well-being of persons with intellectual, mental or multiple disabilities. They add to the disadvantage customarily experienced by disabled persons belonging to such populations or social groups as women, children, the elderly and refugees (World Program of Action,1982).

In developing countries, women in general are subjected to social, cultural and economic disadvantages which impede their access to education, rehabilitation, labor protection, and health care because of cultural preferences for males. It is seen as a waste of resources to help disabled women become productive members of society. In addition, if they are physically or mentally disabled, their chances of overcoming their disablement are diminished, which makes it all the more difficult for them to take part in community life" (World Program of Action,1982).

Nosek M.A., Howland C., Rintala D. H., Young M. E., Chanpong G. F. (2001) stated that women with disability experience the same types of violence as other women in the community - that is physical, sexual, emotional and financial abuse. Women with disabilities are often not respected or valued for who they are; in general they are poorer than other women; they experience more isolation and can be more dependent on partners, family members or careers. Because of this, women with disabilities can be vulnerable to forms of abuse that do not fit traditional definitions of violence.

Many women with disabilities are denied employment or given only menial and poorly remunerated jobs. This is true even though it can be demonstrated that with proper assessment, training and placement, the great majority of disabled women can perform a large range of tasks in accordance with prevailing work norms. In times of unemployment and economic distress, disabled women are usually the first to be discharged and the last to be hired. Women with disabilities are significantly poorer than men with disabilities, due partly to the fact they are more likely to be unemployed UN (1995).

Women with disabilities in general face difficulties in entering the open labor market, but, seen from a gender perspective, men with disabilities are almost twice more likely to have jobs. When women with disabilities work, they often experience unequal hiring and promotion standards, unequal access to training and retraining, unequal access to credit and other productive resources, unequal pay for equal work and occupational segregation, and they rarely participate in economic decision-making (Arthur O'Reilly,2003).

Traustadottir, (1990) stated, person with disabilities, whether a boy or a girl, a man or a woman face many obstacles in their struggle for equality in Ethiopia. However, in Ethiopia, as it is true for female without disabilities, female with disabilities encounter socio-cultural barriers which limit the degree of their participation in society.

Studies conducted in the past decades revealed that cultural, social and political factors have contributed to under-participation, under-achievement and under representation of girls and women with disabilities as compared to male with disabilities (Abu-Habib, 1997). Although lobbying for the rights, services, education and employment of person with disabilities in general is of utmost importance and long overdue, such work has a very limited use for the females with disabilities if they suffer from discrimination differently. Women and girls with disabilities find themselves in the worst sort of profound isolation when their rights are neglected because of their gender(Abu-Habib, 1997).

As we can observe people with disability in Ethiopia, Addis Ababa, they have been facing different socio-economic challenges which hinder them from leading their life. The researcher would like to focus on women with disability as they are shoulder on double responsibility such as caring for children and managing the household activities. Moreover, they are mostly the breadwinner of the family.

Therefore, the aim of this study was to investigate the socioeconomic challenges of women with disabilities in Hager Tibeb Maderaja Derjit (HTMD) based on the following leading basic research questions.

1. What are the social challenges of women with disability?
2. What are the educational challenges of women with disability at HTMD?
3. What are employment related challenges of women with disability?
4. What are the specific measures taken to reduce their challenges in the workplace?

### **1.3 Objective of the Study**

#### **1.3.1 General Objectives**

The overall objective of this research is to assess the challenges and opportunities of

women with disabilities in Hager Tibeb Maderaja Derijit.

### **1.3.2 Specific Objective**

1. To identify the social challenges of women with disabilities.
2. To find out the educational challenges of women with disabilities.
3. To find out the employment challenges of women with disabilities.
4. To identify ways the organization employed to overcome the challenges of women with disabilities facing based on their disability.
5. To explore what is being done by the organization to the women with disabilities in order to help them work conveniently.

### **1.4 Significance of the Study**

Since the study focus on investigating the major challenges of women with disabilities, it has the following significance.

- It seeks to identify the solution for their challenge that arises as a result of being disabled
- It may offer essential information for the concerned bodies like women's affairs, special educators etc. about the challenges of WWDs.
- It may also serve as a resource for further research in this field of study.

### **1.5 Scope of the Study**

The scope of the study is confined to Women with Disability in Addis Ababa. The participants of the study constitute only those women who are employed in Hager Tibe Maderaja Derjit. And the study merely explores their challenges.

### **1.6 Definition of key concepts**

**Mobility disorder:** - refers to the inability of a person to use one or more of his/her extremities or a lack of strength to walk, grasp or lift objects (Educational Disability,n.d).

**Physical disability:** - is any condition that interferes with a person's ability to use his or her body.

**Social challenge** refers to the challenge that individuals face during their interaction with other people. For this study, the social challenge includes marriage and social participation of women with disability that they face during their interaction in the society.

**Visual Impairment:** -Visual impairment is defined as a functional limitation of the eye(s) or visual system and can manifest as reduced visual acuity or contrast sensitivity, visual field loss, photophobia, diplopia, visual distortion, visual perceptual difficulties, or any combination of the above.

### **1.7 Limitations of the Study**

The study is limited by some factors. It was somehow challenging to conduct the research. Some of the respondents were not willing and not confident enough in telling their feelings/ opinions about their challenge in the organization.

### **1.8 Organization of the Thesis**

This thesis consists of five chapters. The first chapter focuses on the background of the study including the statement of the problem, objectives, significance and scope of the study. It also highlights limitation of the study, definition of key concepts and organization of the thesis. The second chapter incorporates review of related literatures, such as general overview of disability and women with disability in Ethiopia, Women with disability, education, marriage and employment in relation with women with disability. The third chapter encompasses research methodology especially; it deals with the research design, population and sampling technique, instrument of the study and methods of data analysis. A review of ethical consideration is also presented in this chapter. The fourth chapter deals with the interpretation of the results of the empirical study. Chapter five includes brief summary, conclusion and recommendation.

## **CHAPTER TWO**

### **2. Review Literature**

#### **2.1 Definition of Disability**

The term "disability" broadly describes an impairment in a person's ability to function, caused by changes in various subsystems of the body, or to mental health. The degree of disability may range from mild to moderate, severe, or profound. A person may also have multiple disabilities. An individual may also qualify as disabled if he/she has had impairment in the past or is seen as disabled based on a personal or group standard or norm. Such impairments may include physical, emotional, sensory, cognitive, and developmental or some combination of these. Mental disorders (also known as psychiatric or psychosocial disability) and various types of chronic disease may also qualify as disabilities. A disability may be present from birth, or occur during a person's lifetime ADB (1990).

#### **2.2 Disability in Ethiopia**

##### **2.2.1 Women with Disability in Ethiopia**

In Ethiopia, women with disability in particular are among the most vulnerable groups. They are the poorest of the poor in the Ethiopian community (Lakech H. 2006). And they face with major difficulties particularly because of the negative attitude and prejudices which exists against them. According to Haregewoin and Emebet (2002) and Lakech (2006) education, training and employment opportunities: accessibility of social service and implementation of law and policies that ensue equal opportunities and needs of women with disabilities are the last in the list of priorities.

In view of the fact that women with disabilities have social, cultural and economic discrimination; women with disabilities face greater difficulties than men. And the problems of

disability are significantly magnified when the person with disability is a woman. It is much more difficult for them than it is for men with disability to participate in public activities and marital relationship (Haregewoin & Emebet, 2002). Globally, in differences assigned to female and male roles in society and the negative attitude towards them are also major factors to have greater difficulties than men with disabilities (Beleza, 2003). For instance, since family and domestic responsibilities particularly fall to women in Ethiopian society, life will be particularly hard for women with disabilities who has to manage alone all that she has to do.

### **2.2.2 Gender and Disability**

A sample study conducted on the attitude of the society towards person with disability in Ethiopia has revealed mixed, but predominantly negative attitude towards individual with disability (Tirussew et al, 1995). As gender stereotyping, negative attitude towards women, is very common in patriarchal traditional society (Fellows, 1995), this negative bias is also assumed to be true for women with disabilities. Studies confirm that although men and women with disabilities are subject to discrimination, women with disability are at the further disadvantage because of the combined discrimination based on gender and discrimination based on disability (Trausta dottir, 1990). Women with disability are doubly marginalized by their communities and organizations at the national and international level and indeed are worth off than men with disability. Gender and disability based discrimination has brought up a double disability for women with disabilities (Abu- Habib,1997).

### **2.2.3 Society and Disability**

The societal reactions are by and large lucidly manifested in marginalized interpersonal relationship and participation at family, neighborhood and community level. They might also

include limited provision of public services and special programs for person with disabilities, (health, education, transportation, information, recreational activities and legal protections), restricted involvement in socio-cultural, sports and recreational activities as well as the discriminatory practices in employment opportunities (Tirussew,1993).

#### **2.2.4 Prevalence of Disability**

In Ethiopia, the prevalence of diversified pre-, per-, and post-natal disability factors (the health of prospective mothers, difficulties related to delivery, childhood infection disease, lack of proper child management, traditional harmful practice, under nutrition, malnutrition, civil strife and periodic episodes of drought and famine) and the absence of early primary and secondary preventive service in the country at large has brought a phenomenal increase in the incidence of disability. The problem still remains as a challenge to the country (Tirussew,1993).

In Ethiopia major causes of impairment are disease, poverty, wars, drought, famine, harmful traditional practices, household, work place and traffic accidents. Poverty is not only a cause, but also a major consequence of disability. It is estimated that 95% of all persons with disabilities in the country are living in poverty. Many of these people live in rural areas, where basic services are limited and often inaccessible to persons with disabilities and their families. As a result, most persons with disabilities do not have access to services and lack the opportunities to earn a level of income to facilitate independent living (Tirussew et al,1995).

### **2.3 Women with Disability**

Women and girls with disabilities are estimated to represent up to 20 percent of the world's female population, the majority living in less economically developed countries, yet are under-represented and under-served in every aspect of the international development field. Women with disabilities offer an untapped resource for international development, as partners, staff and beneficiaries. They have no opportunity to take part in every aspect of the international development field and are denied significant participation in community projects, human rights organizations and international development programs (Boylan,1991).

Women with disabilities face particular disadvantages in the areas of health, family and reproductive rights. For example: women with disabilities experience violence, particularly family violence and violence in institutions, more often than disabled men; gender-based violence, including domestic/family violence, sexual assault/rape is a cause of disability in women; women and girls with disabilities are often at greater risk than disabled men, both within and outside the home, of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation; women with disabilities are more vulnerable as victims of crimes from both strangers and people who are known to them, yet crimes against disabled women are often never reported to law enforcement agencies; more women than men are classified as disabled, particularly as ageing populations mean that larger proportions of the elderly are women with disabilities (Boylan,1991).

Women with disabilities are more likely to be parents, to be living on their own, or in their parental family ; women with disabilities, with less financial resources at their disposal, are particularly vulnerable to living in insecure or inadequate housing; women with disabilities and their children are, to be affected by the lack of affordable housing, due to the major gap in

overall economic security across the life-cycle, and to their experience of gender-based violence which leads to housing vulnerability, including homelessness

In general, disabled women tend to be in a state of physical, social and economic dependency. This can lead to increased vulnerability to exploitation and violence. Because of the relative isolation and anonymity in which women with disabilities live, the potential for physical and emotional abuse is high. It is also estimated that having a disability doubles an individual's likelihood of being assaulted. Because of their isolation however, women with disabilities are likely to have less resources to turn to for help. Most battered women's shelters and rape crisis centers are not accessible to them (Boylan, 1991).

### **2.3.1 Culture and Women with Disability**

The most frequently mentioned barrier to education for girls and women with disabilities is the cultural bias against women, leading to preferential treatment and allocation of resources and opportunities to male children, at the expense of their sisters. Education is deemed less important for girls, who are expected to become wives and mothers, whereas boys, destined to become breadwinners, are given priority in schooling. While some view gender bias as the major barrier (Fahd, et al, 1997), many others believe disability bias limits disabled girls' opportunities still further. Families often assume that a disabled daughter will not marry, which may add to her devaluation, since in some cultures, the prospect of a good marriage is the primary value given to girls. In contrast, it is assumed that boys, even those with disabilities, will become breadwinners, as well as marry. In addition, in many cultures, disability is a source of stigma, so that having a disabled daughter is seen as a double liability that can lead to the devaluation of the whole family. Hence in some families, not only are girls with disabilities denied access to school, but they are also hidden away.

Finally, economics is often intertwined with gender roles. In impoverished families, the limited resources available will be used to educate the boys, with the expectation that they will ultimately help support the family. Girls are not likely to be educated, particularly not disabled girls, who may be more costly to send to school if they need disability-related equipment or special transportation (Fahd, et al,1997).

### **2.3.2 Women with Physical Disability**

The Social Model of Disability defines physical disability as manifest when an impairment meets a non-universal design or program, e.g. a person who cannot climb stairs may have a physical impairment of the knees when putting stress on them from an elevated position such as with climbing or descending stairs. If an elevator was provided, or a building had services on the first floor, this impairment would not become a disability. Other physical disabilities include impairments which limit other facets of daily living, such as severe sleep apnea.

Physical disability refers to a broad range of disabilities which include orthopedic, neuromuscular, cardiovascular and pulmonary disorders. People with these disabilities often must rely upon assistive devices such as wheelchairs, crutches, canes, and artificial limbs to obtain mobility. The physical disability may either be congenital or a result of injury, muscular dystrophy, multiple sclerosis, cerebral palsy, amputation, heart disease, pulmonary disease or more. Some persons may have hidden (non-visible) disabilities which include pulmonary disease, respiratory disorders, epilepsy and other limiting conditions. (Women with Disability Association,2006).

### **2.3.3 Mobility Disorder**

Many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss.

People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance. People with physical disabilities are not "confined" /limited to wheelchairs. They often transfer over to automobiles and to furniture. Some who use wheelchairs can walk with the aid of canes, braces, crutches or walkers.

### **2.3.4 Women with visual impairment**

Visual impairment is vision loss (of a person) to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction, medication, or surgery.

## **2.4 Challenges of Women with Disability**

Women with disabilities are denied access to education, vocational training, employment, transportation and housing, making it difficult or impossible to achieve economic self-sufficiency and contribute to their communities. Women with disabilities receive inadequate -- if any -- rehabilitation services, because the very limited available resources are directed toward adult men with disabilities (Boylan,1991).

These women with disabilities can face different barriers in different situation. But this research paper focuses on the areas of education, work and employment, social life particularly participation with community and marriage.

#### **2.4.1 Marriage and Women with Disability**

Women with disability are less likely than non-disabled women to marry, but more likely to be abandoned with children, facing social stigma, loneliness, and poverty. Protection against violence, even the inadequate protection afforded to non-disabled women, is not available to women and girls with disabilities (Boylan, 1991). They are twice as prone to divorce, separation, and violence as able-bodied women. Disabled women also tend to be relatively easy targets of sexual exploitation, particularly if they are mentally retarded. Involuntary sterilization, contraceptives, and abortion continue to be forced upon women with disabilities.

Marriage and parenthood are often unattainable for people who are identified as "disabled", even when there is no functional limitation to preclude them. The needs of disabled people for personal and social relationships, including sexual partnership, are now increasingly recognized. Women who become disabled after marriage are at higher risk of divorce than disabled men and often experience difficulty maintaining care of their children. Women with disabilities who are parents, or who seek to become parents, face barriers in accessing adequate health care and other services for both themselves and their children. Women with disabilities are more likely than non-disabled women to face medical interventions to control their fertility; women with disabilities experience more extreme social categorization than non-disabled women, being more likely to be seen either as hypersexual and uncontrollable, or de-sexualized

and inert; media images contribute to the presumptions that the bodies of women with disabilities are unattractive, asexual and outside the societal ascribed norms of ‘\_beauty’; women with disabilities are more exposed to practices which qualify as torture or inhuman or degrading treatment (such as sterilization, forced abortion, violence, forced medication, chemical restraint) (Women with Disability Association,2006).

Women with disabilities are deprived of the right to experience their sexuality, to have sexual relationships and to found and maintain a family. They experience discriminatory attitudes and widely held prejudicial assumptions which question their ability and indeed, their right to experience parenthood. They have their babies and children removed by child welfare authorities without evidence of abuse, neglect and/or parental incapacity, and lose their children in custody disputes simply because they are women with disabilities (WDA, 2006).

#### **2.4.2 Social Participation and Women with Disability**

Negative stereotypes relating to both gender and disability compound the exclusion of women with disabilities from support services, social and economic opportunities and participation in community life. All of these factors also contribute to the social isolation and marginalization of women with disabilities (Women with Disability Association,2011).

Attitudes and behavior often lead to the exclusion of disabled persons from social and cultural life. People tend to avoid contact and personal relationships with those who are disabled. The prevalence of the prejudice and discrimination affecting disabled persons and the degree to which they are excluded from normal social intercourse produce psychological and social problems for many of them. Too often the professional and other service personnel with whom disabled persons come into contact fail to appreciate the potential for participation by disabled persons in normal social experiences and thus do not contribute to the integration of disabled

individuals and other social groups. Because of these barriers, it is often difficult or impossible for disabled persons to have close and intimate relationships with others. And many persons with disabilities are not only excluded from the normal social life of their communities but in fact confined in institutions(Women with Disability Association,2011).

Many disabled persons are excluded from active participation in society because of doorways that are too narrow for wheelchairs; steps that cannot be mounted leading to buildings, buses, trains and aircraft; telephones and light switches that cannot be reached; sanitary facilities that cannot be used . Similarly they can be excluded by other types of barriers, for example oral communication which ignores the needs of the hearing impaired and written information which ignores the needs of the visually impaired. Such barriers are the result of ignorance and lack of concern; they exist despite the fact that most of them could be avoided at no great cost by careful planning. Although some countries have enacted legislation and launched campaigns of public education to eliminate such obstacles, the problem remains a crucial one (UN,n.d).

Generally, existing services, facilities and social actions for the prevention of impairment, the rehabilitation of disabled persons and their integration into society are closely linked to the Governments' and society's willingness and ability to allocate resources income and services to disadvantaged population groups (UN,n.d).

### **2.4.3 Education and Women with Disability**

Widespread cultural biases based on gender and disability greatly limit their (women) educational opportunities. Disabled women and girls are commonly stereotyped as sick, helpless, childlike, dependent, incompetent and, greatly limiting their options and opportunities. Thebiggestbarriertoeducationalequityforwomenwithdisabilitiesmaybetheirinvisibility.

They are not on the radar screen of either those committed to educational equity for girls—because as a rule, disability is not included in their work--or those committed to educational equity for children with disabilities—because with similar oversight, gender is not considered (Fahd, et al,1997).

Disability, in turn, can contribute to poverty, because of the additional expenses that it can entail. Thus, disabled girls are more likely to grow up in poor families, a reality that in itself places them at an educational disadvantage. Disabled girls living in rural areas also have less access to education. In addition, there are some indications that girls with mobility disabilities may have more access to education, particularly community-based education, than girls who are blind, since mobility-impaired students, if they can get in the building, are less likely to need modified teaching techniques and devices (Fahd, et al,1997).

#### **2.4.3.1 Barriers to education for women with disabilities**

Women with disabilities face multiple barriers to gain access to primary and secondary school and to obtain an equitable education once they are enrolled in school. In many cases, attitudinal barriers—gender bias compounded by disability bias—are key, although transportation, architectural and other types of barriers are also significant.

**Distance to school:** Distance to school constitutes an educational barrier for many girls and women. Issues include safety and cultural prohibitions against females traveling unescorted. For girls with disabilities, the barriers may be intensified. In some areas, the only schools that serve students with disabilities are segregated special education schools, often located in urban centers. Students with disabilities from rural regions must travel to attend school, and often live

at the school. Cultural expectations that girls stay close to home may prohibit participation by disabled girls (Fahd et al,1997)

**Transportation:** Transportation to school for girls with disabilities may cost more than that for boys with disabilities because of the possible need for escorts for safety/cultural reasons. Their transportation costs may also be greater than that for nondisabled girls because of the need for additional assistance or alternative arrangements to deal with inaccessible transportation systems or the inability to walk to school, and/or the need for assistive devices. For families with limited resources, the extra costs may prevent girls with some disabilities from going to school.

**Physical Environment:** The architectural inaccessibility of school buildings— including stairs, narrow corridors, inaccessible desks and equipment, inaccessible bathrooms--is often a major barrier for disabled girls and boys (DWNRO, n.d.; Alicia Contreras, personal communication, 4/24/03).

**Toileting and menstruation:** Inaccessible toilets, as well as the nature of some disabilities, might mean that a disabled girl would need help with toileting. Since many cultures emphasize modesty and privacy, the need for such personal assistance can be highly problematic; it can also intensify safety concerns. Inadequate toileting facilities are as a barrier to education for girls with disabilities. Menstruation, which some disabled girls might need help to manage, can be a compounding factor, particularly when bathrooms are inaccessible and/or not friendly. The absence of provisions at school enabling the women to manage their period in a safe way can intensify parental fears and further discourage school attendance (DWNRO,n.d.)

#### **2.4.4 Employment and women with disability**

The social and economic advantages of being employed are well recorded – such as security, self-determination, financial resources and a sense of purpose. Yet women with

disabilities encounter innumerable barriers to obtaining paid employment. These barriers include discriminatory attitudes, accessibility, lack of support, poor education and training and inaccessible transport.

In many countries various programs have been developed and measures taken to create jobs for disabled women. These include sheltered and production workshops, sheltered enclaves, designated positions, quota schemes, subsidies for employers who train and subsequently engage disabled workers, cooperatives of and for the disabled, etc. The actual number of disabled workers employed in either regular or special establishments is far below the number of employable disabled workers. The wider application of ergonomic principles leads to adaptation of the workplace, tools, machinery and equipment at relatively little cost and helps widen employment opportunities for the disabled.

## **2.5 Equalization of Opportunities**

Full participation in the basic units of society family, social groups and community is the essence of human experience. The right to equality of opportunity for such participation is set forth in the Universal Declaration of Human Rights and should apply to all people, including those with disabilities. In reality, however, disabled persons are often denied the opportunities of full participation in the activities of the socio-cultural system of which they are a part. This deprivation comes about through physical and social barriers that have evolved from ignorance, indifference and fear.

Many countries have taken important steps to eliminate or reduce barriers to full participation. Legislation has in many cases been enacted to guarantee to disabled persons the rights to, and opportunities for, schooling, employment and access to community facilities, to

remove cultural and physical barriers and to proscribe discrimination against disabled persons. There has been a movement away from institutions to community-based living. In some developed and developing countries, the emphasis in schooling is increasingly on "open education" with a corresponding decrease in institutions and special schools. Methods of making public transport systems accessible have been devised, as well as methods of making information accessible for sensory-disabled persons. Awareness of the need for such measures has increased. In many cases, public education and awareness campaigns have been launched to educate the public to alter its attitudes and actions towards disabled persons.

Often, disabled persons have taken the lead in bringing about an improved understanding of the process of equalization of opportunities. In this context, they have advocated their own integration into the mainstream of society. Despite such efforts, disabled persons are yet far from having achieved equal opportunities and the degree of integration of disabled persons into society is yet far from satisfactory in most countries.

## **CHAPTER THREE**

### **3. RESEARCH METHODS**

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

This study intends to describe the data about the socio-economic challenges of women with disability. In order to meet this purpose, qualitative research design has been used. Qualitative research is appropriate and effective when little or nothing is known about the situation. The other rational is qualitative methods are effective tools when target groups are vulnerable as is inevitably so, when focusing on people with disability (Muhit and Hartly 2003). After all, women with disability are vulnerable to unemployment, social, educational and other problems due to their disability. Thus an in depth qualitative study could better help to investigate individuals 'perspective towards a given phenomenon within its real situation.

#### **3.2. Background of the study area**

The study had been conducted in HTMD, which is located in Addis Ababa, Yeka Sub city. It is a governmental organization. It was founded in 1959 E.C by W/ro Sindu Gebru supported by the then government with the purpose of training people with disabilities in different skills in order to help themselves and their family. HTMD's vision is to see a community with positive attitude towards disability. Its mission is changing the attitude of people with disabilities towards themselves and to enable them to be self-supportive. The organization has a total number of 152 workers including the administration staff. Among these 99 workers are with disability. Out of these 47 are women with disability.

#### **3.3 Sampling Technique and Sample size**

In this study, the researcher has chosen to use purposive sample for the following reason. Purposive sample is predominantly used in qualitative research so that the researcher intentionally selected participants to represent the required data. The focus of this study was

women with mobility and visually impairment.

The size of the sample was based on the population size in the organization who have some kind of disability. The researcher proposes to focus only on visual impairment and mobility disorder for the reason that to make it more specific and has relatively greater number of these type of disability, and thus the researcher planned to participate a total of thirty three mobility and visually impaired women. But, nine women were not willing to be interviewed and therefore, this research consisted of sixteen women with mobility disorder and eight women with visual impairment.

The director of the organization, and administration and finance head were individually interviewed; and other six non- disabled workers were participated in FGD. These six non-disabled staff women were closely work with the target sample and have long years of service in the organization. Hager Tibeb Maderaja Derjit was selected purposely due to the availability of different types of disabled women together and long experience of the organization working with people with disability.

### **3.4 Instrument of Data Collection**

To obtain adequate information, the researcher used interview, and FGD data collection instrument. Interview would be the central instrument of gathering data. The focus group discussion was used as supplementary instrument. The use of FGD was not meant to replace individual interviewing, but it is mainly because it can provide another level of data gathering or a perspective on the research problem not available through individual interview.

Both interview and FGD instruments consists five sections which have been used to gather the information regarding the background of interviewee's profile. Questions consisting of four items have been used to investigate their educational challenges, eleven items to examine

their marital challenges, five items to assess social interaction and participation and five items to look at their employment challenges.

### **3.4.1 Interview**

In-depth interview as a method of data collection is conducted with visual impaired and mobility disorder women to elicit information about their challenges. It was relevant to this study because it enabled the researcher to obtain in-depth information about the challenges of women with disability while participating with the community and work in this organization. In the interview process twelve women with disability were participated; eight women with visual impaired and four women with mobility disorder. Each interview was taken thirty to forty-five minute.

### **3.4.2 Focus Group Discussion/FGD guide**

Fontana and Frey (1994) showed that focus group discussion is the systematic questioning of several individuals simultaneously in formal or informal settings. It has the advantages of being inexpensive, stimulating to respondents, communicative and elaborative, over and above individual responses. Before conducting the discussion a team was consist of six non-disable staff who was closely working with women with disability. The focus of the discussion was on the general employment situation, social interaction, challenge, and possible solution for problems of women with disability and related work condition. The aim of this FGD guide is to strengthen the data obtained from respondents through interview. During the discussion four question were raised and this instrument has enormous contribution to create interaction among the participants. The discussion was taken forty-five minute. Before conducting the discussion the following points were explained:

1. About the purpose of the study
2. About the confidentiality of the study

3. The volunteer nature of their participation during the focus group discussion

### **3.5 Method of Data Analysis**

The analysis of the data had been conducted on the basis of the research question the study with application of qualitative techniques. In the qualitative analysis, the overall challenges of the sampled women with disability are treated. The results of the data collected through interview have been tabulated and described. The audio-taped information of FGD and interview were transcribed. The information gathered from interview and FGD is presented in different forms including tables and description in order to make it understandable.

### **3.6 Ethical Consideration**

Since attention should be given for ethical issues in qualitative research, the researcher proposed some ethical perspectives before starting the interview and the FGD. The researcher briefly explained about the purpose and extent of the study, voluntary nature of the interviewee and procedure of confidentiality and anonymity to the participants. Then, the respondents were informed that they have the right to participate or not in the interview and the discussion. They were told that they are free to quit at any time they want if they are not comfortable to continue; and then got their verbal consent. Tape recording was carried out taking into consideration the willingness of each participant including all the focus group discussions. Thus, if requested not be recorded, their wishes were well respected.

The researcher keeps the privacy of the participants in the interviews and FGD (code names were used). The interviews and FGD were also taken place in a place preferred by the participants. The researcher made sure for the participants that the study was for research purpose and respect the dignity and freedom of each individual.

## CHAPTER FOUR

### 4. DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This section highlights the demographic characteristics of the sample respondents under study. Issues which have got relevance to the topic such as age composition, access to education, marital status and economic situation are explained in table.

In addition, this chapter attempted to explore major research questions of the study; social, educational and employment challenges of women with disability. Based on these; the following section addresses, firstly, the overall profiles of research participants; secondly, the in-depth analysis of social challenges of participants such as marital, social participation, educational and employment challenges. Thirdly, the in-depth analysis on disabled women's interaction with able-bodies coworkers, hiring process, their customers and the attitude of customers about the products made by disabled persons, and moreover, disabled women's challenges and opportunities in the eyes of their non-disable colleagues and specific measures taken to alleviate their challenges.

**Table one: Respondents types of disability**

<b>Types of disability</b>	<b>Number</b>
Mobility impairment	16
Visual impairment	8
<b>Total</b>	<b>24</b>

From the survey it is observed that most of the participants are women with mobility impairment which constitute sixteen from target population. And the rest eight of the respondent's found to be women with visual impairment.

**Table Two: Age of the respondent**

<b>Age</b>	<b>Number</b>
20-25	7
26-35	13
35-45	3
>46	1
<b>Total</b>	<b>24</b>

With respect to age category, the greater numbers of respondents are in an age category of between 26-35 years. With an age ranging from 20-25, 35-45 and > 46 are seven, three and one respectively.

**Table Three: Respondents Marital Status**

<b>Marital Status</b>	<b>Number</b>
Married	8
Unmarried	11
Divorce	5
<b>Total</b>	<b>24</b>

As it can be seen from table three, the study revealed that the majority of the sample respondents are unmarried. The remaining eight and five respondents are married and divorced respectively.

**Table Four: Respondents Level of Education**

<b>Educational level</b>	<b>Number</b>
Never learned	6
Non-formal	1
Primary education(1-8)	5
Secondary education(9-12)	9
TVET	1
Diploma and above	2
<b>Total</b>	<b>24</b>

The above table shows that relatively the educational level of higher number of respondents are in secondary educational level (grade 9-12) followed who have been found to be never learned and primary school level attended, and the remaining a few respondents are in diploma, TEVT and non-formal educational level.

**Table Five: Respondents response regarding their economic situation**

<b>Perceived economic situation</b>	<b>Number</b>
Poor	17
Middle	7
Rich	0
<b>Total</b>	<b>24</b>

As above table indicates, in terms of economic situation most of the respondents have perceived themselves as poor. The rest seven perceived themselves as middle level, and there is no woman who considered as rich.

**Table Six: Participants General Information**

		<b>FGD</b>	<b>Organization Director</b>	<b>Organization admin &amp; finance head</b>
Educational Background	Never learned			
	Non-formal			
	Primary education(1-8)	3		
	Secondary education(9-12)	3		
	Higher education(TVET)			
	Diploma and above		2	
Gender	Male		1	1
	Female	6		
Marital Status	Married	5	1	1
	Never Married			
	Divorced			
	Widowed	1		
Age	20-25			
	26-35			
	35-45	6		
	>46		1	1

With regarding to the participants profile six participants were female and two participants were male. Seven respondents were married, and one respondent was widowed. On their age group, six participants were between the age 35-45 years old and two participants were found above 46 years old.

In terms of educational background of participants, one participant is diploma holder, the other one has BA degree, three participants are also attended primary education and the rest three participants completed secondary education.

## **4.2 Social Challenges of Women with Disability**

### **4.2.1 Marital Challenges of Women with Disability**

With regarding to social challenges all participants of this study were asked about their major challenges of marriage. Accordingly, eight women with disability were married. The number between the married women's husbands with different disability and without any disability has been found in an equal proportion. Among the married respondents five Women with disability were very happy about their marriage. For instance, some women the major reasons for their happiness were their husband. As they replied, their husbands are a good supporter for them by sharing their feelings, understanding their disability problem, helping in house chores, and being protected from begging. On the contrary, although their husbands accepted their disability people around them like neighbors hurt their feelings as they are lucky having able- bodies husband as a result women with disability offended due to their perspective and misunderstanding.

Three of married women were unhappy about their marriage life. Carelessness of their husband, being considered as weak, disobedient of their children limitation from some activities due to their disability, discrimination to participate in social activities, negative attitude of the society towards their marriage and non-fulfillment of their for their unhappiness towards their

marriage.

From the married women, who have and do not have children are six and two respectively. Those women who do not have children reason out as they have not sufficient income to grow their kids. On the contrary, women who have children are looking after their children by themselves and with the support of their husband. Apart from doing home activities, they took care of their children by cooking their food, washing clothes and body of their babies; and taking them to vaccination. Other women give care to their children with the support of their family. However, those married women who could manage their family by themselves faced a lot of challenges such as lack of money, lack of income to hire house maid, difficulties of some house chores, routine home activities, and misunderstanding of the neighbors as they were returning from begging, and considering them as they were also leading their family by seeking support.

In addition, they added that most of the people have negative approach towards their marriage when they see the couples together and also their children. Especially, if their husband was able-bodied, people wondered how he was being married to her and lived together having children. One of the employees explained about the society attitude towards disabled personas follows:

*I was in a relationship for more than three years. When my boyfriend and I wanted to meet, we waited each other on a street before we went to a cafeteria. One day we were going to a cafeteria together and at that time most people on the street were staring and laughing at us. Though we did not know the reason, from that day on*

*we stopped going together and decided to meet only inside the cafeteria.*

However, they also added that there were some people who have positive attitude towards our marriage. They felt happy when we met along with our children and encouraged us to be courage's and place our children to high status.

A total of eleven women with disability were unmarried. Some of them were unwilling to tell the reason for being unmarried and some put their reason as not being ready for marriage. The rest of the women had less value for themselves, they believed that no one would want to marry disabled woman. And also they feared that the man might be mistreated by the society because as he was seen wither.

Five women with disability were divorced. Most of the divorced women's husbands were non-disable. The main reasons to divorce were being women with disability itself and its related issues like influence of others that came from the family, relatives, friends, colleague and the society. The people around the spouses kept commenting why they had married to them. Most of the divorced women have children and a few of them were rearing their children by themselves without the support of their husband. The other women had given their children to their family due their low income. Women who became disabled after marriage are at higher risk of divorce than previously disabled. As a result they often experience difficulty maintaining care of their children.

#### **4.2.2 Social Participation**

Most women with disability had good social interaction and partook in social activities. The social activities they vastly participated were *Equb*, *Edir*, weddings, and funerals, visiting ill persons, attending festivities, birthday, *kiristina* and contributing money in times of emergency. Moreover, they also attended disability association

meetings, *woreda/kebele* meetings and trainings. In relation to participating in the above social activities, they organized certain social events like holidays parties, *zikir* and invited neighbors. When the women had group activity which needed their involvement like *Edir*, the community covered their responsibility. Even when these women were moving from place to place, their neighbors gave them priority in transportation by leaving seats for them. The women expressed that the society has a good attitude towards disabled women. They are concerned for them, took care of them, shared their feeling, willing to help them and did not discriminate them. These disabled women became very happy when the society was supportive and sympathetic towards them.

In spite of the good social participation, these women had faced some other problems in connection with their disability. These problems were emanated from while participating outside social activities. These includes paying utility fee; bringing their sick children to health center as the service provider offices were located on buildings which were constructed without considering people with special needs. Moreover, other problems they encountered were related with their family and community. The family members forced to hide themselves when somebody came to their house, and showed unwillingness to bring them to take part on weddings, festivities and other social events. In terms of the community, they were considered as beggars when they were seen around churches or taxi stations and some people tried to give coins as if they are looking for money.

However, they went through those various challenges, most of the women did not feel bad rather had good self-esteem because they took it as the poor attitude of the people that was emanated from lack of awareness about disabled person. And they tried to show them how they were capable and attempted to avoid the misunderstanding by explaining to the people. But still

few of the disabled women felt bad by their misunderstanding. Four women with disability said that they had never faced any problem in connection with their social life as well as their disability.

The remaining four women with disability had no good social interaction with the society. The rationales behind these women were also related with their disability; inconveniency of their work situation, living in rented house, and low self-esteem/confidence. In addition, these women felt being isolated from the society because of their disability. they have less value of themselves, they kept away themselves from participating in some social activities These situations arises from low social interaction: their neighbors left them not informing in some social happenings like funerals and ignored to participate on the occasions, lack of consideration in transportation, negative attitude of the society towards them and; even their friends were disabled women only as able persons were not interested having friendship with them.

#### **4.3 Educational Challenges of Women with Disability during their school year**

The educational level of women with mobility and visual impairment shows that six of them had never been to school. They did not have any access to learn due to lack of support from family, relatives and any concerned bodies to their education. Their family did not allow them to enroll to school during childhood and to move out of home fearing the community who are living around. Theremainingfiveandninewomenwithdisabilitywereabletoattend primary and secondary education respectively. But these women could not complete their education due to various reasons. Some of the reasons are discussed below.

### **4.3.1 Distance to School**

Distance to school constitutes an educational barrier for many women with disability. Most of the women with disability were born and raised up in rural areas, the school was far away from their home and transportation service was not available. Especially for women with visual impairment, while they went to school from home and came back from school to home they had no someone to help them during school going. Family's limited income and the extra transport cost prohibited them from going to school.

### **4.3.2 Physical Environment**

Inconvenience of the school environment such as unfriendly type of buildings, narrowness of classrooms, nature of stairs, and unavailability of school cafeteria and distance of classrooms were mentioned as problems encountered in their teaching and learning process. Moreover, inadequate toileting facilities were major barriers to education for women with disabilities in the school. The construction of the toilet was inconvenient while sitting, and it was not made considering their situation. And one woman explained that:

*I had never used a toilet in the school because the toilet was inconvenient and too far. I rather held it and waited until school was over to go home. Because of that I had acquired kidney infection.*

In addition, misunderstanding of the teachers towards person with disability affected their education. As two women stated their past experience when attending school which was their physical education teacher prohibited them from participating during Physical Education period rather they were assigned to look out then on disabled students' stuffs likes schoolbags. This in

turn created low self-esteem and low self-confidence on the women and resulted to drop out their school.

Negative attitude of the society towards disabled persons hinder them from going to school. When they were walking on the road wearing school uniform and holding school bag, people commented why they did not stay at home. As a result their families push them to marry someone early as a final option.

Women who completed TVET and hold diploma are one and two respectively. These women attended their higher education program with many challenges and also by their strong efforts. These women had also faced the above mentioned problems while learning in the school. But their family support had a significant role for completing their education. The respondents mentioned some other good opportunities that helped them to complete their education like having needed materials, their family awareness about disability and making consultations with other similar families, availability of transportation, nearness of the school, good attitude and supportiveness of friends, friendly class room (ground), cooperativeness of school teachers, availability of teaching aid (like Walkman), getting moral support/encouragement from the society, and convenience of school library are some of them.

#### **4.4 Employment Challenges of Women with Disability in HTMD**

When conducting this interview, eleven women with disability responded that they had been employed in private and government organization in different positions. These women applied in various organizations before they joined their current as well as previous jobs. When they applied, a few firms accepted their educational document but most of them returned their application even at the gate replying that the nature of the job does not fit with them taking in to account their disability. Furthermore, the employer reason out that the place of work or offices is not friendly to them.

Those women who were employed were working on as saleswomen, daily laboring in factory, sewing, secretary, hand craft, brush, and mat works. They had also good relationship with their colleagues and had got a lot of experiences. The main reasons for leaving the organization were closing of the organization, change of place, distance of the organization, inconvenient transportation, dissatisfaction with salary, and being part-timer.

The remaining thirteen women with disability were not employed in any organization before. And also did not have any experience of applying in a new vacancy. Due to less interest to work, believing that they would not be employed because of their disability, sharing of bad experience from others, and worrying to go and return from work. Moreover, the people around them were not encouraging rather told them about the difficultness of working. Almost all the women with disability currently working in the organization had gotten their current job after applying in the respective vacancies. But they acquired the information from their friends, relatives and families.

In this organization all women who had worked in different position had faced different challenges in their work place. These challenges were:

#### **4.4.1 Transportation**

Transportation was the biggest problem that the women faced while they came and went from the organization to their home. At the bus and taxi stations no one was willing to assist them to board on or off. Moreover, the stairs in the bus were not friendly as they did not have a ramp. The following is a say of one disable woman in this regard:

*One day when I was waiting for a taxi to go home it became dark because there was a crowd of passengers. When I tried to get in I fell down and hurt due to the people were shoving*

*each other to get into the taxi. Then few people took me to my work place and passed the night there.*

#### **4.4.2 Toilet**

The toilet was located far-away from their working area. In addition the path that took toward the toilet was very problematic especially for the visually impaired women. And also the toilet seat was uncomfortable for the women with mobility disorder.

#### **4.4.3 Road**

The road in the compound of the organization were not convenient for the women who use crutch, as most of the ground was covered with gravel and as it was a bit steep around the gate.

#### **4.4.4 Working Machine/ Material**

The tools that the women were using to make products were old and not suitable for disabled persons. Besides, the women indicated that the organization had no cafeteria service.

Meanwhile facing all the above mentioned challenges, the disabled women tried to get solution by presenting the barriers to the administration. But, there was no any effort made by the organization to make their working condition more convenient, rather they are advised to adapt themselves with the working environment.

### **4.5 Disabled Women's Interaction with Able-bodies Coworkers**

Eighteen women responded that their able-bodied colleagues have good attitude towards them and their work. They help them in supporting their work; they also respect and encourage them. Moreover, they are cooperative and have good interpersonal relationship, Apart from the aforementioned role they are on their side when they get sick and help in some home activities. Most of able-bodies colleagues had good understanding about disability. And as the organization was founded for disabled persons, it had its own by-law about disabled workers so

that the able-bodied worker had also obligation to respect and abide by the law. Accordingly, able-bodied have to guide them on their activities, show the design, and facilitate everything in a way that is easy for them. Generally, both women with disabilities and able bodies have been working in collaboration.

The remaining six women who had mobility disorder and visual impairment responded that their able-bodied co-workers have less positive attitude towards them. They were always considered them as incapable and focused on their weakness and even they complained to work together. They got bored when asked to help, they also disrespect them. Moreover, in office level their immediate supervisor did not give permission when needed; their immediate supervisor considered their request for permission as if they may use their leave for begging. They did not see them as having their own personal issues. And other staffs did not want to have connection with them.

#### **4.6 Hiring Process of Women with Disabilities in the Organization**

According to the explanation of Administration head of the organization, the hiring processes of workers for vacant position were undertaken through advertisement. Previously, if the competent applicant does not have working experience she/he would get three months training. But most of the time other than mat work (there is another organization which give training on mat works) the hiring was done after training the applicant. The head said since he was in this position all applicants were hired on different positions after they get trained. These days applicant are chosen based on their talent and disability as there are opportunities to have trainings on different skill. On job training is also given to them by the organization. They are assigned on positions considering the suitability of the nature of the work. For instance, visually impaired people were assigned on mat works, employees with leg disability (both and single)

and who move with crutch were assigned on weaving like yarn works and those with limited leg disability were assigned in sewing department.

#### 4.6.1 Criteria to hire Job Seekers in the Organization

The organization was related to disability. The prior criterion of hiring workers are disability, interest after getting training, and capability to the position like a person with both legs disabled could not compete on steel works. Actually, except steel works, the disabled women could work in all positions available in the organization. They can work in weaving, mat works, mop and brooms works, sewing and embroidery, and printing areas.

**Table Seven.** Kinds of works women with disability engaged

Types of Disability	Kinds of works					
	Mat	Weaving/ Yarn	Sewing	Mop and broom work	Printing	Accountant
Mobility Disorder	4	11	6		1	1
Visual Impairment	9			1		

#### 4.6.2 Kinds of Products Produced by the Disabled Women

Regarding the products, the head of the organization listed that weaving products (bed sheets, curtains, gown, scarf (*netela*) various men's and women's traditional clothes), embroidery like table wear for restaurants and hotels, men's and women's embroidery clothes; mops, brooms, mat and printing works were produced by the women.

#### 4.6.3 Customers of the Organization

The organization has local and foreign customers. The products were sold in whole and retail in two shops. The one was located in the compound of the organization and the other is around the national theatre. Many people knew that the products were sold in the compound.

Especially foreigners took their products in large quantity. Since the organization was for disabled people, other governmental organizations took their products in order to support them. These days a lot of local customers were also visiting the organization due to the linkage and bazar created by the government to buy and use domestically made products.

#### **4.6.4 The Attitude of Customers about the Products Made by Disabled Persons**

The head responded the following regarding the attitude of customers towards the products. Some of them got surprised and asked how could they made the products and watched them while they were working. They said that they never thought that a disabled person was capable of doing such products. Some of them gave their opinion that the government should help them. They encourage them and feel proud and bought some products. The foreigners also became very amazed and took pictures and videos of the employees while working. Everyone who came to visit were very happy and changed their mentality because a disabled person was considered as beggar, incapable of supporting themselves and leading married life, and generally they are seen as good for nothing.

The head added that nowadays the attitude of the society towards disabled person was somehow improved. Although they are able to work and earn income, people considered them as they are gathered in the compound of the organization to have food supported by the government. Now 70-80% of the society understood that the disabled persons are producers and could support them.

#### **4.6.5 Earning Situation of the Disabled Women**

Women were relatively paid better salary as compared to the previous time in the same organization. The products were not sold enough in earlier times. The only customers were foreigners who also came once in a while. Nowaday what made difficult for them was the

inflation. Due to this reason they prefer to beg than working in the organization so that they felt they could get more.

#### **4.7 Disabled women's challenges and opportunities in the eyes of the non- disable colleagues**

The Focus Group Discussion was conducted among six non-disable coworker of women with disability. This discussion focused on the attitude of the non-disable coworker towards their disable women colleagues working situation. All the participants were women. It was conducted in the organization gardening for about forty-five minutes.

According to the able-bodied opinion of co-workers, the women with disability were motivated, sociable and hard-workers; they had interest in their work and were curious to know new things. They had full self-confidence on themselves, and they did their tasks as better as the able- bodies workers. The women with disability were active and took responsibility for their duty.

The women were engaged in mat works, sewing, weaving, printing and handcrafting. Sometimes they needed additional support while designing, sketching and making mat. Their colleagues supported them in cutting and identifying colors for visual impaired workers. The women were quick to grasp ideas/ explanation. Once they were briefed, they satisfactorily did the works by themselves in the next time. Their disability did not affect their performance. They accomplished their tasks on time as of the able bodies. Though these women were living with disability; they did not have low self-esteem for themselves. Rather they had self-confidence, ability to catch things quickly, were strong on their work, had an ability to create things and to do the activity on their capability, create different design, and even encouraged the able-bodies coworkers to be industrious and creative.

Able-bodies coworkers' interaction with women with disability was not limited on their work place. They had good interpersonal relationship with them and they also discussed their personal life. As they spent most of their times together in the work place, they had the opportunity to share their work challenges and personal problems with each other. When someone was sick, they visited him/her together; or sent their best wishes through phone calling when they could not visit in person. The able-bodies coworkers were willing to assist their disabled colleagues and they were helping them in some ways. The distance of the toilet was the major problem for women with disability, thus the able-bodies coworker assisted them whenever they met on the way. And in regarding transportation, they walked them out till the station or hand over them for others to take them to transport station. In general it seems that, they have good social interaction with each other.

The other able-bodies' contribution in supporting the disabled women in their work included bringing materials from remote places, making them understand about the activities and carrying heavy material for them. All the women with disability were happy and grateful for the help they got from their able-bodied coworkers. As all-time presence of the able-bodied workers was important, the disabled women became unhappy when able-bodied coworker were absent as they could not do anything without their assistance/guidance.

The organization provided some better amenities for the women with disabilities in terms of their health and safety, compared to non-disabled staff. Such facilities were repairing their physical aids like eye glasses and crutch when broken on their duty and covered half expense. But other facilities were not solved for them in terms of their disability like difficulty of the pathway, absence of cafeteria, old working machine, distance of the toilet, and inconveniency of the seating of the toilet especially for physical disabled women.

As stated in the organization's by-law, such materials as bus ticket, working uniform, toilet paper/tissue and soap were provided for all staff members. In short, in this organization all women with disability were very strong and confident; and did every activity by themselves without expecting anything from others.

#### **4.7.1 Measures taken to Alleviate Challenges of Women with Disabilities**

According to the director of the organization, employees of women with disabilities had faced while working in the organization and specific measures taken to alleviate their challenges. Moreover issues on the achievements of the women and the opportunities the organization provided to the women are included.

Women with disability who were employed in the organization had faced some challenges in their work place. The main challenges were transportation problem while moving from home to work place and from work place to home; toilet problem and the male workers attempt to boss around and disregard the women with disability. The organization had taken specific measures to reduce their challenges in the work place. These measures were covering their transportation cost by discussing with the management of Anbesa' Bus who provided the women with free bus ticket, reprimand (advise) the men workers who bother the women and follow them up, making the toilet to be available in near distance, and not minding those women who came late in the morning to work.

The achievement/success which was achieved by women with disability were having a job itself, engaging and participating in social activities within the organization such as—*equub* and visiting ill person, being saved from begging and leading their families by themselves. On the other hand, the factors that contributed to their success were shifting previous thoughts, freeing from various work load, getting different benefits from the organization like uniform, covering transport cost, etc.

The opportunity provided for women with disability by the organization were giving priority to the women while having equal point with men in the hiring process, providing physical aid, providing loan priority for the women, and giving promotional priority for the women.

#### **4.7.2 Special Provisions for the Disabled Women in Consideration of their Health and Safety**

In this regard, the organization was weak. There was nothing special done to the disabled women. They got free physical aid in collaboration with Cheshire Ethiopia, otherwise when broken they got 50% expense cover from the organization. The organization covered full treatment expense only when the employees got injured while working. Other than this, the organization had done nothing in consideration of them regarding their working area, toilet and the path inside the compound (it is hilly and covered with gravel causing difficulty for those who use crutch). The street in the compound was difficult for a disabled person. It did not get proper attention from concerned bodies because the expense was too much. The organization's budget was not enough to spend/cover on such things. The concerned body was informed about the problem to but it was said to present it to the board but they never visited and gave attention to it.

They did not try to fix the problem due to its expense. The workers were raising the issue all the time. The administration was also taking the problem to the concerned ones but there was no appropriate response till now.

## **CHAPTER FIVE**

### **5. Discussion of the Result**

The study was attempted to explore the social, educational and employment challenges of women with disability. In this part of the study, the major findings obtained using different data collection tools from participants are discussed in relation to different research questions. Here the researcher endeavor to describe the research questions based on the categories

#### **5.1 Social Challenges of Women with Disability**

##### **5.1.1 Marital Challenges of Women with Disability**

Women with disability who were never married have faced different challenges on their life. Some of the women were unwilling to tell their reason and others put their reason as not being ready to marry. The rest of the women had less value for themselves, they believed that no one would want to marry disabled woman. And also they feared that the man might be mistreated by the society because of her when he was seen with her. Women with disability are less likely than non-disabled women to marry, but more likely to be abandoned with children, facing social stigma, loneliness, and poverty. (Boylan,1991)

Women with disabilities who are parents, or who seek to become parents, face barriers in accessing adequate health care and other services for both themselves and their children.(Boylan 1991). Some of the women with disability who had children rearing their children by themselves and their husbands support. They took care of their children by cooking their food, washing clothes and their babies' body; taking them to vaccination and in addition of doing household activities. However, those married women with disability who could manage their family by themselves faced a lot of challenges. However, those married women with disability who could manage their family by themselves faced a lot of challenges. But, others were rearing their children with family support. According to Boylan1991, marriage and parenthood are often

unattainable for people who are identified as "disabled", even when there is no functional limitation to preclude them. The needs of disabled people for personal and social relationships, including sexual partnership, are now increasingly recognized. Women who become disabled after marriage are at higher risk of divorce than disabled men and often experience difficulty maintaining care of their children. Women with disabilities who are parents, or who seek to become parents, face barriers in accessing adequate health care and other services for both themselves and their children. (Boylan1991).

Women with disabilities are more likely than non-disabled women to face medical interventions to control their fertility; women with disabilities experience more extreme low social status than non-disabled women, being more likely to be seen either as hypersexual and uncontrollable, or de-sexualized and inert; media images contribute to the presumptions that the bodies of women with disabilities are unattractive, asexual and outside the societal ascribed norms of 'beauty'.

### **5.1.2 Social Participation**

In Ethiopia, the state of person with disability in social situation can be explained by the nature of prevailing understanding of disability, in terms of the conceptualization of its causes, nature and consequences. As a matter, the birth of a child with disability has been recorded as source of shame, disagreement as well as divorce among some families. There is a general tendency to think of person with disability as weak, hopeless, dependent and unable to learn and the subject of charity. The misconceptions of causal attribution added to the misunderstanding of the capabilities of person with disabilities have resulted in a generally negative attitude and stereotyped discernment towards them. (Rahmet, Metasebia and Selamawit, 2000).

Traditionally, the society's perceptions of disability have stemmed from the religious and

social backgrounds of the community. In most regions of the country, a family who has disabled children is considered to be punished as a consequence of the anger of the village witch doctor or an ancestral spirit. The community, without considering the impact on its members, displays humiliating and disabling attitudes toward people who have disability.

The person with disability shares the community's perspective of cultural values and practices. Person with some form of disability become convinced that the wrong views of the society are true about them. Most of them turn out to be beggars and become lifetime dependents of the society. These types of attitudes are deeply ingrained in Ethiopian culture.

The women with disability had faced problems in connection with their disability. These problems were emanated from when they were participating outside social activities. These included paying electricity, water and telephone bill; bringing their sick children to health center, as the service provider offices were located on buildings which were constructed without considering people with special needs. According to UN, n.d, many disabled persons are excluded from active participation in society because of doorways that are too narrow for wheelchairs; steps that cannot be mounted leading to buildings, buses, trains and aircraft; telephones and light switches that cannot be reached; sanitary facilities that cannot be used .(UN, n.d).

Other problems were also faced women with disabilities in related with their family and community. The family forced them to be hidden when somebody came to their house, and unwillingness to bring them to weddings, festivities and other social events. In terms of the community, they were considered as beggars when they were seen around churches or taxi stations and some people tried to give them coins. According to Women with Disability Association, 2011, negative stereotypes relating to both gender and disability compound the

exclusion of women with disabilities from support services, social and economic opportunities and participation in community life. All of these factors also contribute to the social isolation and marginalization of women with disabilities (Women with Disability Association,2011).

## **5.2 Educational Challenges of Women with Disability**

When looking the educational level of women with disabilities some of the women had never been to school. They did not have any access to learn due to lack of support from family, relatives and any concerned bodies to their education. Mostly visually impaired women having their disability in their childhood; their family did not permit to let them out from home as well to send them to school as their families did not want to be discriminated as the disabled folks. Women with disabilities face multiple barriers to gaining access to primary and secondary school and to obtaining an equitable education once they are enrolled in school. In many cases, attitudinal barriers from the families and from the community let them to be out of school. Gender bias compounded by disability bias is key, although transportation, architectural and other types of barriers are also significant (Fahd, et al, 1997). Women with disability who could not complete their education put their reasons.

### **5.2.1 Distance to School**

Distance to school constitutes an educational barrier for many women with disability. Most of the women with disability were born and raised up in rural areas, the school was far away from their home and transportation service was not available. Especially for women with visual impairment, while they went to school from home and came back from school to home they did not have assistance person to show and lead them the way. Family's limited resource, the extra costs prevented the women with disabilities from going to school.

According to Fahd et al, 1997, distance to school constitutes an educational barrier for

many girls and women. Issues include safety and cultural prohibitions against females traveling unescorted. For women with disabilities, the barriers may be intensified. In some areas, the only schools that serve students with disabilities are segregated special education schools, often located in urban centers. Students with disabilities from rural regions must travel to attend school, and often live at the school (Fahd et al,1997).

### **5.2.2 Physical Environment**

Inconvenience of the school environment such as buildings, narrowness of classrooms, stairs, unavailability of school cafeteria, distance of each classroom were mentioned as problems inside the school. Moreover, inadequate toileting facilities were major barriers to education for women with disabilities in the school. The construction of the toilet was inconvenient while sitting, and it was not made considering their disability. The absence of provisions of adequate toilet service at school making it uncomfortable the disabled girls to manage their menstruation in a safe way can intensify parental fears and further discourage school attendance (DWNRO).

Misunderstanding of the teachers towards person with disability affected their education. As the women stated their past experience, their physical education teacher prohibited them from participating during Physical Education period rather they were assigned to lookout stuffs of nondisabled students like school bags. This in turn created low self-esteem and low self-confidence on the women and resulted in the less attending of the women in the school.

Negative attitude of the society towards disabled persons prevented them from going to school. When they were walking on the road wearing school uniform and holding school bag, people commented why they did not stay at home. The women said that it also made them be discouraged to attend school. Also observing this, their families push them to early marriage as a final option. Cultural expectations that girls stay close to home may prohibit school participation by disabled girls (Fahd et al,1997).

### **5.3 Employment Challenges of Women with Disability**

Regarding to women with disabilities work, they often experience unequal hiring and promotion standards, unequal access to training and retraining, unequal access to credit and other productive resources, unequal pay for equal work and occupational segregation, and they rarely participate in economic decision-making (O'Reilly, 2003). Women with disability had been employed in private and government organization in various positions. Before they were employed in the previous organizations and started their current job, they were applying for different organizations. When they applied, few of the organizations accepted their educational document but most of them returned back the women at the gate. The reasons the women were given included difficulty of the job or the position for them, inconvenient offices as being on upstairs. Women and girls with disabilities find themselves in the worst sort of profound isolation when their rights are neglected because of their disability. This is the phenomenon, which is now a day's considered as double discrimination or —double disability|| (Abu-Habib, 1997).

Most women with disability did not have any experience of applying in a new vacancy. Due to less interest to work, believing that they would not be employed because of their disability, sharing of bad experience from others and concern of how to go and return from work. Moreover, the people around them were not encouraging rather told them about the difficultness of working. Many women with disabilities are denied employment or given only menial and poorly remunerated jobs. In times of unemployment and economic distress, disabled women are usually the first to be discharged and the last to be hired. Women with disabilities are significantly poorer than men with disabilities, due partly to the fact they are more likely to be unemployed. (O'Reilly 2003).

Women with disabilities who had worked in different position had faced different

challenges in their work place. These challenges were:

### **5.3.1 Transportation**

Transportation was the biggest problem that the women faced while they came and went from the organization to their home. According to Fahd et al, (1997), transportation to school and work for girls with disabilities may cost more than for boys with disabilities because of the possible need for escorts for safety/cultural reasons. Their transportation costs may also be greater than that for nondisabled girls because of the need for additional assistance or alternative arrangements to deal with inaccessible transportation systems or the inability to walk to school, and/or the need for assistive devices. For families with limited resources, the extra costs may prevent girls with some disabilities from going to school Fahd et al,1997.

### **5.3.2 Toilet**

Inadequate toileting facilities are as a barrier to work for women with disabilities. Menstruation, which some disabled girls might need help to manage, can be a compounding factor, particularly when bathrooms are inaccessible and/or unsanitary. (DWNRO,n.d.).

The toilet was located far-away from their working area. In addition the path that took toward the toilet was very problematic especially for the visually impaired women. And also the toilet seat was uncomfortable for the women with mobility disorder.

### **5.3.3 Road**

The paths in the compound of the organization were not convenient for the women who had to use crutch, as most of the ground was covered with gravel and as it was a bit steep around the gate.

### **5.3.4 Working Machine/Material**

The tools the women were using to make products were old and not suitable for disabled persons. The working machine/materials for women with disability must have been convenient. It also helps them to be productive.

## **CHAPTER SIX**

### **6. Summary, Conclusion and Recommendation**

#### **6.1 Summary of the Study**

The main purpose of this study was to identify the socio-economic challenges of women with disability. This study focused on educational, social (marriage and social participation) and employment challenges of women with disability. In order to achieve the above purpose, the study is delimited to Hager Tibeb Maderaja Derjit at Addis Ababa city. The respondents were twenty four women with disability who have mobility disorder and visual impairment.

To this end the following basic questions were raised:

1. What are the social challenges of women with disability?
2. What are the educational challenges of women with disability at HTMD?
3. What are employment related challenges of women with disability?
4. What are the specific measures taken to reduce their challenges in the workplace?

The instruments that have been used for women with disability were interview that consists of demographic questionnaire, educational status, marital situation, social interaction and employment situation. Interview with organization director and administration head was made to assess the overall organization situation and hiring process towards women with disability. FGD with six non-disable coworker were also done during the data collection.

Data obtained from these sources have been analyzed using qualitative method of data analysis. Data acquired through interview with women with disability have been analyzed qualitatively by using table, and description. Data obtained from

director of the organization and administration head through interview and focus group discussion/FGD has been also analyzed qualitatively.

The finding of the study reveals that women with disability were facing different problems related with their education, marriage, social participation and employment situation once they were disabled. Accordingly, out of the entire sample six of the respondents were never learned due to their families' fear of the negative attitude of the society towards disabled person. And eighteen of the respondents were drop out and complete their education through big challenges when they were attending school. In terms of their marital status, eleven women with disability were unmarried. Out of these unmarried women some women had less value for themselves, they believed that no one would want to marry disabled woman. Five women with disability were divorced due to being the women with disability and related issues. The remaining women with disability were married. In relation to their social participation, eighteen respondents had good social participation and partook in social activities. In spite of the good social participation, the women had faced some other problems in connection with their disability. These problems were related to their family and community. In terms of employment situation, eleven women with disability had been employed in private and government organization in various positions. The rest respondents were not employed in any organization before due to less interest to work, believing that they would not be employed because of their disability, sharing of bad experience from others and concern of how to go and return from work. Women with disability working in Hager Tibeb Maderaja Derjit had also faced big challenges after being employed in the organization. The challenges were transportation, toilet, working machine and road. Though these women with disability faced many problems in their work place, the organization did not make needed effort to alleviate their problem.

## **6.2 Conclusion of the Study**

The main focus of this research is to investigate the socio- economic challenges of women with disability in Hager Tibeb Maderaja Derjit and to suggest way of alleviating the problem. Accordingly, the following conclusions have been drawn from the findings.

1. The finding of the study show that the educational level of six respondents is never learned. Other fifteen respondents were drop out from non-formal, primary and secondary education. The problem were also distance to school, physical environment such as buildings, narrowness of classrooms, stairs, unavailability of school cafeteria, distance of each classrooms, unwillingness of their family to let them go to school and the negative attitude of the society. Therefore, the research concluded that these women with disability were facing problems related with low level of education such as lack of skills, resource required to engage in IGA and loss of chance entering another organization in high position and salary. As a result many of them have low income and as a consequence low quality of life. And these factors lead them to live in poverty and their perceived economic situation is poor.
2. In terms of their marital status, almost half of the respondents were unmarried and five women were divorced. Other than the unwillingness of some respondent, the unmarried women replied that they are not being ready to marry, having less value for themselves, believing that no one would want to marry disabled woman, and also they feared that the man might be mistreated by the society because of her when he was seen with her. The divorced women's main reasons for their separation were being women with disability itself and its related issues like influence of others that came from the

family, relatives, friends, colleague and the society. Therefore, the researcher concluded that these women with disability had developed some psychosocial problems as low self- esteem, less interpersonal interaction, less confidence, fear, and less trust for others. As a result of this, these women had somehow poor social interaction and forced to live alone.

3. This study reveals that thirteen respondents were not employed in any organization. They did not have any experience of applying to vacancy believing that they would not be employed because of their disability, sharing of bad experience from others and concern of how to go and return from work. As a result of this, these women could not have their own income, are dependent on their family; they could not upgrade themselves in terms of education and economy. Moreover, these women who had been employed in this organization had also faced different challenges. These challenges were transportation, inconvenient of the toilet, road, working machine and negative attitude of the society. As a consequence, the inconvenient of the toilet led the women to acquire kidney infection, transportation problem also make the women to spend all night at office and the negative attitude of the society led them to have some psychological problems like fear and low self-esteem.
4. Women with disability are being seen differently by different people. According to the reaction of respondents five women express their sympathetic feeling in different social occasions and many other people segregated them or do not allow them to take part in various public activities. And their social participations are influenced by the social context in which they are immersed. This intern seems to give rise wrong social identity that could generate problem of less value for themselves or low self-esteem. In general, the communities in which women with disability live influence their social well-being.

### **6.3 Recommendation**

On the basis of the conclusion drawn from the findings, the researcher would like to offer the following recommendation.

- Parents who have children with disability should provide the opportunity to learn and get counseling service about disability. Therefore families will let their children to the outside environment and it also helps the family to change the long established negative attitude towards disability.
- In order to minimize school related problems of disable female students, timely awareness raising training should be given to the entire school community about the nature and problems of the disabled student, method of solving problems and ways of understanding them better. Special needs teachers should be provided to understand the special needs of the student. It also minimizes the misunderstanding of the teacher towards disabled person and helps the child to fully participate.
- To increase the school enrollment and to decrease dropout rate of the disabled students, the school buildings must be considered the disabled person needs. Specifically, the path, toilet, classroom, stairs and overall physical environment should be considered in the construction process. School facilities like cafeteria and transportation service have to be provided for disabled person which is also encouraging disabled person to go to school.
- In response to respondents, the community have negative attitude towards women with disability. The community needs to be aware of accepting women with disability and their needs and has to know how to adapt to the civilian life. Therefore, the community and the public at large need to be aware about disability as a condition so that they will

be able to understand the women with disability and provide the necessary support. This awareness creation program can be provided at least in such social activities like *Equband Edir*. A second possible tool so called, community sensitization in a radio program, to inform and educate both the community and women with disability. As a result stigmatization and discrimination will be alleviated.

- By understanding the different environmental factor affecting the employment situation of women with disability, professionals should design intervention strategies so that the women with disability could have better psychosocial well-being and secure jobs.
- As the study find out the major employment challenges of women with disability in their work place were the inconvenient of the road, sitting of the toilet, transportation and working machine. Therefore, the organizations which employing the disabled person must consider the above mentioned problems and make the working environment more convenient and friendly for persons with disability.
- Women with disability have numerous responsibilities as being women. These women's responsibility is to do household chores like cooking, washing and rearing children. Moreover, they have another duty to undertake outside home activities like paying electricity, water and telephone bill; bringing their sick children to health center and participating in some social events. When they were doing these outside activities, they had faced a lot of challenges in terms of their disability. For instance, service provider organization's buildings were constructed without considering their special needs. Therefore, the government, non-governmental organizations, social service providers, medical centers and families should recognize these special needs and find ways to help and organize support adequately.

- There should be wide work opportunity for person with disability. It should not be limited to only craftsmanship and vocation.
- The government should make disability friendly schools and provide supporting materials as per the disabled person's needs. It will also help the disabled person to upgrade themselves in education.
- Further study should be done related to this area in order to find out the possible remaining challenges of women with disability and provide the best available remedy for the problems disabled persons are facing.

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# **Appendix-1**

## **Instrument Addis**

### **Ababa University**

#### **College of Education and Behavioral Studies**

##### **Department of Special Needs Education**

### **Introduction**

This interview guide is aimed to gathering information on the challenges and opportunities of women with disabilities. This interview guide is attempt to elicit data on educational, employment and social challenges which is marital status and social participation of women with disability. Therefore, your genuine and accurate response is highly required.

Thank you very much!

### **Question for women with mobility impairment and visually impaired**

#### **Demographic Data**

Name \_\_\_\_\_ Age \_\_\_\_\_ Years of service in the organization \_\_\_\_\_

Perceived economic situation? A .Poor    B. Middle    C. Rich

Education Level    A. Non-formal                      B. Primary education(1-8)                      C. Secondary  
education(9-12)    D. Higher education(TVET)                      E. Diploma and above

#### **Educational**

1. What was your educational level?

A. Non-formal                      B. Primary education(1-8)                      C. Secondary education(9-12)

D. Higher education TVET                      E. Diploma and above

2. What challenges did you face when you were a student?

A. Physical environment    B. Building    C. Toilet    D. Classroom E. Other\_\_\_\_\_

3. What service problem do you face when you were at school?

A. Transport    B. Cafeteria    C. Shop    D. Other\_\_\_\_\_

4. What was a good opportunity when you were a student?

Explain\_\_\_\_\_.

## **Marriage**

1. What is your marital status?

A. Married    B. Single    C. Divorced    D. Widowed

What is your attitude towards marriage (-positive or negative)?

2. If you are married, is your husband?

A. Disabled    B. Non-disabled?

3. Are you happy in your married life?

A. Yes    B.No

4. If no, what challenges did you face in your marriage life in terms of your disability?

\_\_\_\_\_

5. If yes, what are the reasons for your happiness in your married life?

\_\_\_\_\_

6. Do you have children?    A. Yes    B. No

7. If yes, who is taking care of your children?

A. Your husband    B. By your-self    C. family member    D. House made    E. Other\_\_\_\_\_

8. What challenges did you face when you are leading your family?

\_\_\_\_\_

9. What is the attitude an individual's towards your marriage? How do an individual's react when, you decide to have a partner/to be in a relationship / move in together with a partner/ have children?\_\_

10. If single, why didn't you marry? A. I don't want B. I'm not ready C. No reason

11. If divorced, was it due to your disability? A. Yes B. No

### **Interpersonal Relationship**

1. What seems your interpersonal relationship with individuals?

A. Good B. Bad C. Somehow Good D. No Relationship

2. Do you participate in some social activity like Equb, Edir?

A. Yes, what other such activities\_\_\_\_\_.

B. No, what are the barriers that keep you away to participate from social activity?

\_\_\_\_\_

3. What kind of problems you have faced regarding your interpersonal relationship?

4. How do you evaluate people's reaction towards you?

5. Do you feel you are isolated from the community based on your disability?

A. Yes, how?\_\_\_\_\_

B No

### **Employment Situation**

1. Have you ever been employed to other/different organization in relation to your position?

A. If yes, how do you describe the experience?

\_\_\_\_\_

B. If no, have you ever applied to other organization before you join this organization?

2. How did you get your current job?

3. Is there any challenge in your workplace?

If yes, what are the challenges \_\_\_\_\_?

4. Was there any effort by the organization to make your working condition more convenient or alleviate the problems?

A. Yes, what are they \_\_\_\_\_

B. No

5. How is the interaction of your able-bodied coworkers with you in the workplace?

A. Good

B. Bad

### **Interview guide for organization director**

Respondents' General Characteristics

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

Marital status: \_\_\_\_\_

Work experience in the organization \_\_\_\_\_

Educational Background: \_\_\_\_\_

### **General Research Questions**

1. What are the major challenges of women with disabilities in their workplace?
2. What are the specific measures taken to reduce their challenges in the workplace?
3. What is the achievement/success achieved by women with disability in HTMD?
4. What are the factors contribute to the success of these women with disability?
5. What are the opportunities which provided by the organization to women with disability to make their working condition convenient?

## **Interview guide for administration & finance head**

Respondents' General Characteristics

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

Marital status: \_\_\_\_\_

Work experience in the organization \_\_\_\_\_

Educational Background: \_\_\_\_\_

### **Research Questions**

1. How often do women with disabilities have a job here?
2. What are criteria taken to employ them?
3. In which occupational categories are women with disabilities employed?
4. What types of product made by women with disability?
5. Who take their product? What is the customers' approach towards the product made by them?
6. What facilities are provided for women with disabilities in terms of their health and safety?
7. Is there any challenge about employing women with disability?

### **Focus Group Discussion/FGD guideline for non-disabled staff**

This is a FGD guide to maintain a discussion with non-disabled participant to collect information about women with disabilities employment situation. The information will be used only for research purpose and finding will be kept in secret.

### **Discussion points**

1. What is the attitude of women with disability towards themselves and their work?
2. How is your contact with them? /What does the interpersonal communication of women with disabilities looks like with other non-disable staff?

3. What is your contribution in supporting the disabled women in their activities?
4. What is their feeling when you are helping them to accomplish their activity?

## Declaration

I hereby declare that the work which is being presented in this thesis entitled “**Socio- economic Challenges of Women with Disability: The case of Mobility Disorder and Visual Impairment in Hager Tibeb Maderaaja Derjit**” is an original work of my own, which has not been presented for a degree of any other university and all the resource used for this thesis have been duly acknowledged.

Eleni Nigussie \_\_\_\_\_

Candidate

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

This is to certify that the above declaration made by the candidate is correct to the best of my knowledge.

Yirgashewa Bekele (PhD) \_\_\_\_\_

Advisor

\_\_\_\_\_

Signature

\_\_\_\_\_

Date