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Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

**EDUCATIONAL SUPPORT SERVICE PROVIDED FOR STUDENTS
WITH VISUAL IMPAIRMENT IN SILTIE ZONE AT DALOCA PRIMARY
SCHOOL**

BY

Mustefa Bilka

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This thesis is submitted to the Department of Special
Needs Education in partial fulfillment of the requirements
for MA Degree in Special Needs Education

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Abbreviations

ESDP	Education Sector Development Program
GTP	Growth and Transformation Plan
MOE	Ministry Of Education
SWVI	Students with Visual Impairment
UNESCO	United Nations Educational, Scientific and Cultural Organization
VI	visual impairment
WHO	World Health Organization

Abstract

The purpose of this study is to examine the practice of educational support service for students with visual impairment in Siltie Zone at Dalocha primary school. A qualitative research design was employed an interview and observation checklist to gather data. With this Principals, teachers, the itinerant teacher and students with visual impairment participated in the study. Totally 19 participants participated by Purposive and availability sampling techniques. Then, the data were analyzed thematically which were preset in relation with research questions. According to the finding of the research, there was inadequacy and shortage of educational support service for students with visual impairment. Required resources and equipment are absent or not functional and available resource and equipment are inadequate. There are no required library resources and equipment. Students with visual impairment are not very well supported in terms of mobility orientation. The school is not currently equipped with varied and relevant tactile teaching aid. The assessment and evaluation techniques are not modified according to visual impairment. Teachers do not use appropriate teaching methods and there are lots of uncomfortable features in the compound for students with visual impairment. Finally, recommendation was made based on the finding of the study to fulfill required resources, to provide training for teachers and make the school environment suitable for students with visual impairment.

CHAPTER ONE

Introduction

1. Background of the Study

Education plays a key role in developing an individual's capacity in any society, be it in Africa, Europe, America and over the world. It plays a key role in eliminating poverty and encouraging socio economic development in any society. Education for all is an important goal because education increases both the lives of children and the economic growth and social well-being of states (Andersoon 1992).

Friend (2009) refers visual impairment as people who are partially-sighted or completely blind. According to Best's (1995) statement children with visual impairment are those whose impairments cause "problems in the education settings," including problems in satisfying their educational needs and accessing the national curriculum, thus delaying their learning. Notwithstanding their students with visual impairment, these children have the similar range of cognitive ability as others, but they have less chance to reach information that is accessible visually (Friend and Bursuck, 2002). The World Health Organization (2018) recognizes three stages of visual capacity as normal vision, low vision and blindness. Blind mentions to a high degree of vision loss such that any remaining vision is not practical in performing visual tasks. Low vision refers to visual impairment whereby the affected person is essentially restricted to distance vision but also unable to read a paper at a usual looking location or other reading material even with correction. Thus, for the purposes of this work, the term 'visual impairment' will be used for blindness. Such children may require Braille, slate and stylus, recorder and JAWS for their learning. Visual impairment is the one and the major form of disability.

The overall schooling of persons with blindness and VI had its' starting point around the turn of the century 1700 –1800. Along with the advance of science, the general opinion of persons with disabilities gradually began to modification towards acknowledging their inherent potential, and understanding that these persons can develop and contribute to society (Olsson, 2010).

In many countries around the globe, the opportunity of providing the needed facilitates to well-being the educational chase of the students with visual impairment is problematic. In Nigeria for instance, a lot of the learning resources for students with the visual impairment are not factory-made locally, unlike in the

developed countries like Japan, Australia, and USA etc. The means of reaching certain of these resources students with the visual impairment pose severe challenges (Onoyeyan, 2019). In this case, resources and equipment delivery and financial bases are among the borders of challenge in the implementation of integrated education. When a school is well prepared with the basic teaching and learning supplies, the educator's work is made easier and the education outcomes of all learners will improve. Resources like Braille paper, slates, and stylus, Brail library service, books written in Braille, tape recorder, audio cassettes, and audio books are significant to visual impairment learners to supplement their special educational needs.

The Ethiopian Constitution accepts the international declarations and conventions, and states education as a human right. The Education and Training Policy 1994 and the Education Sector Development Programs direct implementation and development towards education for all. Special needs education is well emphasized in ESDP IV and V. Special Needs Education Strategy Program from 2006 and Special needs/Inclusive Education Strategy from 2012 aim at an education system open to all learners and build an inclusive education system. The Growth and Transformation Plan II 2015/16 - 2020/21 (GTP) gives special attention and assistance to children with special needs to help them start and continue schooling (MOE, 2016). However studies made by Kassie (2013), in Ethiopia and William (2009) in Uganda showed that properties for students with special educational needs are rare.

Also, as the Ministry of Education (2012) reported, in Ethiopia preparing instructors to get it and work with children with disabilities is regularly insufficient, fragmented and uncoordinated. In the event that teachers have negative demeanors toward students with extraordinary needs at that point, children will impossible get a satisfactory quality education (Tirussew, 2005). Children with visual impairments should have an equal opportunity for education with sighted children by using different mechanisms and methods. To meet students' educational needs, specialized services, appropriate instructional books, and materials, as well as specialized equipment and technology should be obligatory. Hence, it is pivotal important to examine the practice of educational support service for students with visual impairment in Siltie Zone at Dalocha primary school. It is with this intention that the writer of this paper is initiated to assess educational support service provided for students with visual impairment in Dalocha primary school. This research may try to forward the possible suggestions to the practice of educational support services for students with visual impairment.

1.2 Statement of the Problem

Exclusion of children with visual impairments from education may result in being denied opportunities for further development, particularly diminishing their access to vocational training and employment. Failure to access education and training may prevent the achievement of economic and social independence. This increases vulnerability to poverty in what can become a self-perpetuating intergenerational cycle (Bennet, Bruns & Deluca, 1997). Also children and young people were mostly allocated to specific types of education, based on their impairment. This type of delivery led to unsupported philosophies about the learning capabilities of this student unit and suggested that because of their impairment they inevitably had more seeming learning needs than their peers (Griffin and Shevlin, 2007). The teaching and learning process of students with visual impairments frequently need to meet their exceptional needs then, students must have specialized services, books and materials in appropriate media like Braille, as well as specialized equipment and technology to assure equal access to the core and specialized curricula, and to enable them to most effectively compete with their peers in school and eventually in society (Sherrill, 1998) modification for them to be successful.

Other ways, some of the barriers to educating students with visual impairments in the general education setting identified were lack of specialized facilities; books and materials unsuitable media, such as Braille; and specialized equipment and technology to guarantee equal access to specialized curricula (AFB, 2005) as cited in Kerri (2017).

In Ethiopia, different regions are now accommodating and teaching students with visual impairments in several primary schools together with sighted. Also, in Siltie Zone at Dalocha Primary School students with visual impairment are integrated with sighted student. With suitable support, students with visual impairments attain academic achievement just like other neighbors and peers. The academic needs of students with visual impairments need a double educational modules viewpoint that comprises of traditional scholastic content instructed to their peers as well as the disability-specific skills for children and adolescents who are blind (Tirussew, 2000).

According to the National Plan of Action of Persons with Disabilities (2012-2021), the great majority of children with disabilities can study in regular schools and classes, if there is enough support obtainable. A minority of children need teaching in special classes. Blind children/students with visual impairment need short-term training in mobility, daily living skills, Braille reading and writing, and using technical aids (NPA, 2011). But, the scarce of teaching materials and other services are still difficulties in

Ethiopian schools. Regarding orientation and counseling visual-impairment learners do not receive mobility orientation and counseling services (Hiwot, 2011 and, Awetash, 2015). Besides, the following barriers can be enlisted: lack of knowledge about diversity, inadequate preparation of teachers and education, rigidity of the curriculum, inflexible and poor teaching approaches, problematic learning environment, lack of need identification processes, and inadequate assessment procedures (MOE, 2016).

Also, students' educational and social attainment and skills increase if students with disabilities obtained these support services from the school. As a result, assessing the provision of support services for students with visual impairment, and its challenges are valuable to design an effective and successful support strategy in order to address the diverse needs of all students with visual impairment in primary education. Therefore, studying the actual support services provided for students with visual impairment in primary education is worthwhile for realizing their right of students to get support services and equalize between students with and without visual impairment that our country is giving top most priority today.

According to Kahsay (2017) there are no sufficient properties for learners with visual impairment. There are not sufficient books in Braille and there is scarcity of computers which have JAWS software. Similar results were reported in a study by Kassie (2013), in Ethiopia indicated that resources for learners with special educational needs are rare. Also Hiwot (2011) found that Ethiopian schools have a lack of material and facility supplies.

In addition, a document from Silite Zones also shows that, there was a gap in resource allocation and supportive system for special need student (Siltie zone, 2016). The main point here is that, there is no study carried out so far in the study area related to educational support service for students with visual impairment at Dalocha primary school. On the basis of this reality, it seems to be very logical and timely to assess the educational support service for students with visual impairment practices of our schools and to forward remedial actions to be taken to tackle the situation. This initiated the researcher to conduct a research on the area of assessing educational support service for students with visual impairment at Dalocha Primary School in Siltie Zone.

In this research, the following questions tried to be answered

- 1 What type of educational supports being provided for students with visual impairment in Siltie Zone at Dalocha primary school?

- 2 To what extent the distribution educational materials are adequate for students with visual impairment?
- 3 How the relevance of educational supports provided for students with visual impairment?

1.3. Objectives of the study

1.3.1 General Objective

The general objective of this study is to examine the practice of educational support service for students with visual impairment in Siltie Zone at Dalocha primary school.

1.3.2 Specific Objectives

The specific objectives of this study were to:

1. Explore the availability of educational supports being provided for students with visual impairment in Siltie Zone at Dalocha primary school
2. Investigate the adequacy of educational supports provided to students with visual impairment
3. Examine the relevance of educational supports provided to students with visual impairment

1.4 Significance of the Study

The study constitutes an addition to the existing body of knowledge on provision of educational support services to the students with visual impairment. It also indicates what kinds of provision and supports are given and what should be continued or changed as support for students with visual impairment. Therefore, the study contributes to realize educating students with visual impairment by identifying the strength and gaps of existing educational support system. It shows challenges and attempts to find out solutions for these challenges. This study may help higher authorities, educational policy makers and planners to pay more attention to the educational support system for students with visual impairment. The research may also serve as a reference for other researchers.

1.5 Delimitation/ Scope of the study

The study is delimited in terms of area and topic. Therefore, the scope of the study is limited to the practice of educational support service for students with visual impairment in Siltie zone at Dalocha primary school

1.6 Definition of Key Terms

The major concepts used in the context of this study are defined as follows:

A Student with visual impairment: in this study student with visual impairment refers to only educational definition of student with total blindness. Educationally blind child is the one with very limited vision and thus relies on reading and writing by using the Braille system or by using audio tapes (Mastropieri & Scruggs, 2010).

Educational support refers to a wide variety of instructional methods, learning services, or school resources provided to students with visual impairment in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school.

Teaching/Learning Materials is any collection of materials, objects, or non-human resources that a teacher and students with visual impairment may use in teaching and learning situations to address the specific needs of the students with visual impairment.

1.7 Organization of the Study

The study is organized in to six chapters. Chapter one provides background of the study, statement of the problem, objective of the study, significance and scope of the study, chapter two deals with review of related literature. In chapter three research designs and methodology are dealt. Chapter four and five provide presentation of the result and discussion respectively. Finally chapter six deals with summaries, conclusions and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Generally speaking, this chapter deals with the review of literatures related to the research topic or problem under investigation. Mainly, it focuses on concepts of students with visual impairment and availability, adequacy and relevance of educational support for students with visual impairment related literature are examined. In addition to that research results of various studies have been presented and analyzed as well.

2.1 Concept of Student with Visual Impairment

According to Ibenne (2012), individuals with visual impairment, as individuals who cannot use regular size print materials for purposes of reading. From the numerous definitions, the visual impairment may in the least be defined as persons who cannot read typical print with remedial lenses. The World Health Organization (2018) recognizes three levels of visual ability as normal vision, low vision and blind. An educationally blind child is the one with very restricted vision and thus relies on reading and writing by using the Braille system or by using audio tapes (Mastropieri & Scruggs, 2010). In this study, visual impairment refers only to the educational definition of blind student.

Anomonye (1982) defined visual impairment as the act of displaying reduction in visual performance when likened with the usual visual performance or the “actual draw back” an individual experiences which others can observe in specific visual tasks. In malice of this condition of visual impairment, they still desire to be nurtured through education to make their intellectual capacity worldwide useful. This is simplified through adaptations which are made in adding to regular school curriculum where by the nature of resources used and the teaching approaches are so ready to encounter their educational ambitions. The visual impairment groups need main education as it pave way for them to acquire educational base and life skill like any other individual who is not with visual impairment. Therefore, to teach student with visual impairment you should modify your teaching strategy, allow for use of visual aids or assistive technology and create a safe learning environment.

2.2. Types of Educational Supports for Students with Visual Impairment

Educational Support Services (ESS) is a collaborative team-based service offered to students. ESS is designed to help students reach their academic goals and achieve better success within their school and home environments, enabling more positive outcomes. Support services are important in the successful education of children with disabilities that require the involvement of different professionals who assist and provide appropriate educational and related services.

Visual impairment support program provides specially designed interaction to students whose visual impairment adversely impacts their educational performance in both regular and special educational settings. To comprehend full participation of students with visual impairment in the regular school setting a multi-sectarian organization provision is obligatory. According to MOE (2012) technical support, community support, teacher aid support, guidance and counseling are some important support services that should be made available to the learner with special needs in the regular class.

There are delicate educational devices and services that are needed by students with visual impairment for achievement in education. These range from equipment/services to instructive preparation and delivery of services which include electronic Braille writer, slate and stylus, Perkins Braille, Portable note taker, specialized computer software (Jaws, Zoomtext), Orientation and mobility (Caneskill) (Nsagha, 2012).

Additional provision that blind students need contain “special attention, professional teachers and staff”, special instruction, Braille instruction, information given in Braille, orientation and mobility support when move into a new environment, information and curriculum access, as well as vocational training (Gentle, 2008). Farrell (2006) opinions out that, blind students “depend mostly on tactile methods of learning”. Therefore, provisions such as Braille books and “talking” books, learning materials with Braille labels (Taylor & Taylor, 1960, p.23) and “tactile representations include maps, diagrams, graphs, charts, pictures and mathematical constructions” must be provided to blind students (Farrell, 2006).

2.2.1 Provision of Teaching/ Learning Material

According to, Gearheart (1998 as cited in Paulos 2015) says “students with visual impairment can best be educated in the occasion that there are full instructive materials that fit to their disability”. Moodley (2002) says that in order for the students to be active participants in the learning and teaching process, institutions must make sure that teaching and learning materials are used as well as made accessible to

all the learners with special needs according to their needs. UNESCO (2004) points out that the learners must be provided with learning resources in formats that meet their individual needs. The vital nature of these resources is to support blind students to reorganize the learning activities. In order to meet the needs of students with visual impairment Braille books, audio books, and learning materials with Braille labels should be provided to blind students and always kept up to date (Xiaofang, 2014).

The full participation of students with visual impairments in general education classes is also affected by the need to access print materials using alternative methods. The excellence and quantity of teaching and learning materials have a direct influence on the academic achievement of the learners. Lack of specialized equipment and teaching/learning materials appropriate for children with disabilities especially, for the learners with visual impairment, has been stated as one of the reasons for the segregate for children with disabilities from the education organization. Students with visual impairment face serious lacks of teaching and learning resources. Moreover, teaching and learning resources for learners with visual impairment were inadequate to accommodate students' needs (Haki, 2018).

According to Kahsay (2017) there are no sufficient properties for learners with visual impairment. There are not sufficient books in Braille and there is scarcity of computers which have JAWS software. Similar results were reported in a study by Kiomoka (2014) who found that teaching and learning resources were a problematic for all learners mainly the students with visual impairment. These teaching and learning resources included Braille materials, computers, embossers (Braille printer), Closed-Circuit Televisions (CCTV's), Braille papers, A4 frames, and pens. It shows that scarce teaching and learning material is a major barrier for students with visual impairment in many schools.

A school is well prepared with the basic teaching and learning resources, the instructor's job is made easier and the learning results of all learners will increase. Resources like Braille paper, slates, and stylus, Brail library service, books written in Braille, tape recorder, audio cassettes, and audio books are significant for students with visual impairment to supplement their special educational needs. Likewise, suitable resources and special equipment can "improve achievement in the school curriculum and...aid communication, mobility and learning" (UNESCO, 1994). However studies made by Kassie (2013), in Ethiopia indicated that resources for learners with special educational needs are rare. Similarly, Hiwot (2011) found that Ethiopian schools have a lack of material and facility supplies.

According to Beth (2015) shortage of appropriate and adapted materials to teach learners with visual impairment e.g. Braille books, Braille's, is not modified to suit the needs of students with visual

impairment. Cassette makes perusing obtainable to any blind individual who has no genuine sound-related defects. Concerning its speed and headway, Saur (1976 as cited in Awetash2015) stated that the haste of the cassette might be balanced to the level appropriate for remembering. Alfred (2014) contends that as loans in technology developed, these developed into electronic books (e-books) and digital talking textbooks. But, in some countries Braille audio books, and associatedresources are not provided to students with visual impairment and students with visual impairment are contingent on themselves to learning in regular classes (Gentle, 2008).

2.2.2 Library Services

Libraryservice is one of the other school facilities that contribute to successful instructing and learning exercises within the school. It is valuable to instructors and students by giving reference materials, which improve advance understanding of distinctive subjects

According, to Beth (2015) libraries were not armed with resources for students with visual impairments making it hard for the students with visual impairment particularly when doing their assignments, testes, and revisions for their end of semester exams. School libraries are places where ample books are kept for those who need to refer to some arises matters of concerns. They are places that inspire students to deliver, explore on some topics as the need arises. In other ways, the root of the material is how the books are organized. Books that are printed for the blinds (like Talking Book) must be kept for the blind students. As to Hun sicker (1977 as cited in Paulos2015), some Blind children will be instructed Braille, others depend on unusual tapes, cassettes, etc. to engage their perusing needs.

The challenges that the students face in accessing and using library possessions were: absence of library orientation programs, unsatisfactory library materials, rare reading equipment,lack of technology, inadequate library space(Esther,Cephas,Andrew, 2018). Similarly Demetros (2007) shows that resources are neither accessible in school libraries for learners with visual impairment nor do the students have their own resource. AlsoKnouwds(2010), show that there are scarce resources obtainable for learners with visual impairment in school libraries.

2.2.3Trained person

Adequate trained person is important for providing support for students with visual impairment. To provide specialized services that address the academic need of students with visual impairment. Other ways, students with visual impairments frequently receive instruction from persons who are qualified to

teach critical skills such as Braille, cane and other travel skills. Moreover, students with visual impairment need instruction by an instructor with skill in the areas of visual disorders, and adequate training in the effective use of strategies. Lack of adequately trained personnel and scarcities of qualified person are most severe for students with visual impairment (NICHCY, 2012). According to Nyoni (2011), general education teachers should have both appropriate skills and attitudes in order to adequately and meaningfully assist students with visual impairment in general education settings.

Also, teachers ought to be prepared to execute different techniques to facilitate students' assimilation into the classroom, school, community and work setting. Teachers are the most important factor in determining the quality of education a child receives. The quality of instruction and training basically depends on the quality of instructors that is academic qualification, professional training, commitment and devotion. Because teaching is a highly skilled profession, requiring devoted training not only in subject knowledge, but in teaching skills – counting recognizing strengths, weaknesses and interests and responding to different learning needs, classroom administration, positive discipline and attitudes (Yitayal and Belachew (2018)

According to MINEDUC (2010) it was obvious that, teachers teaching in special and inclusive schools, had no training in special needs education, most of the time they used experimental and mistakeway in annoying to assist learners with special needs who are included in their schools. In some schools, some learning resources for learners with visual impairment were still laying in stores because teachers had no understanding of using them. Some schools had store rooms but teachers said that they lacked time for using them to assist learners with special needs; this was because of a weighty workload and the large classes that they have (MINEDUC, 2010). UNESCO (2005) says that many educators and learners in developing countries experience restricted teaching and learning resources, insufficient accommodation and scarcity of skills to cope with equipment.

A study by Haki (2018) on education for children with disabilities showed that many teachers admitted their insufficiency and ineffectiveness in teaching and addressing the needs of children with disabilities, which are mainly attributable to the lack of training in the fields of special needs education. Teachers have no skill to teach students with visual impairment, many of them admitted that they had no official training for teaching such classes. Similar results by Kiomoka (2014) also showed that there were no adequately trained teachers for special needs education. These results bring the impression that many

teachers use their skills to teach sighted learners to assist learning for learners with visual impairment. Consequently, many teachers leave behind the learners with visual impairment when they teach because they treat all learners in the similar manner. Correspondingly, a study conducted by Mwakyjeja (2013) in Tanzania tells a similar outcome, namely that teachers do not have the familiarity of how to include learners with visual impairment. Similar to this, Tirussew (2005) establish that teachers in Ethiopia are teaching learners with disabilities without acceptance preparation and administrative assistance.

They play a key role in the success of inclusion in the mainstream classroom. It is the teacher who makes assured that learners with special needs have the equal rights to a quality education as those without special needs [Mitchell, 1999]. In short, the teachers should be well-appointed with knowledge and skills to cope varied classes where children have different needs which need to be addressed differently in the same classroom. UNESCO (1993) provides for some methods by which classroom teachers could be equipped with skills needed to implement an inclusive method to education. Lack of skills and knowledge in these areas may make teaching and learning demanding for the teachers and children who are blind, learning may become less possible to take place.

The descriptions further indicated that professional teachers required some training in specific areas like Braille reading and writing; mobility skills and sports for persons with visual impairment. Lack of knowledge in such areas hinders the teachers to allow children who are blind to participate in some classroom and outdoor activities (George, 2009). This is in line with Kristensen (2000) who said that teachers must be trained in special needs education so that they get tools essential to teach all learners in the similar class and recognize the variety of children's needs.

2.2.4 Guidance and Counseling Service

Guidance and counseling is an important aspect of education that can help the learner in his problem. It is essential to provide counseling service that can support instructional work to enable a student to develop his ability. According to Cowie (1992), guidance and counseling administrations help students in common understanding of their present issues, in planning themselves for advance task going to higher measures of productivity and well-being and creating individual assets for growth. Furthermore, guidance and counseling are required for the formal improvement of all children since there are emotional, social, financial and instructive issues of pupils.

Also, the guidance and counseling service provided has to enable the learner with visual impairment to acknowledge the confines that cannot be evaded and to develop achievable and sustaining goals within the existing limitations. For example, the blind person must be able to see himself as blind but not see blindness as a warning factor in his potentials to be a whole person. This idea by As Chauhan (1982) as cited in Awetash (2015) proposes that guidance and counseling may be effective in the event that it empowers the students to overcome obstacles that interfere with the advancement of his capacities. It should enable the students to manage their scholarly troubles in schools. An effective guidance program is anticipated to play down student's passionate issues in school. This program gives them with openings for the lessening of stresses and clashes.

Avoiding being inferior to other students in class, developing a positive self-concept, coping with the stigma of visual loss (personalsocial counseling) are other counseling needs that were of significant importance based on the outcome of the analyzed data. Similarly Ajobiewe (2006) that individualsocial counseling supports handicapped individuals to assent the reality of their conditions. Olawale (2000), say that counseling should deliver solutions to challenges relating to learning, teaching methods, admission opportunities, academic failure, study habits and examination.

2.2.5 Orientation and Mobility Service

Children with VI have restricted orientation and mobility which limits their learning experiences. So, the schools have the responsibility to alleviate the problems and confusions of students. Accordingly, orientation and mobility are important areas of need for students with visual impairment, referring to their sense of their position in relation to other people and objects and their ability to move about. The likelihood that students will be actively involved in age-appropriate activities with peers depends on developing body awareness, spatial awareness, directionality, and practical knowledge associated with the characteristics of a given environment.

Mobility and orientation education for children with visual impairment is critical to enable them to participate safely and confidently in activities within and beyond school. Without intervention it is said that children with visual impairment face many problems in obtaining orientation and mobility skills, mainly in forming body concepts, mental maps of their environments and the wider world, and ideas of distance. This has been verified in developmental delays observed in young children and babies who are with visual impairment (Dale & Salt, 2007)

According to, Xiaofang (2014) point out that student with visual impairment was not very well supported in terms of orientation and mobility. Koenig (1996) stated that orientation and mobility training “promotes safe, efficient, graceful, and independent movement through any environment, indoor and outdoor, familiar and unfamiliar”. Similarly, Turnbull et al., (2002) said that Orientation and mobility skills help people know where they are in relation to their environments and how to safely navigate within their surroundings.

Other way, Orientation and mobility specialists can help determine the best system to use for students with visual impairment as well, the specialists can provide information about the preferred system and any training general education teachers may need. Lack of mobility skills affect the academic performance of learners with visual impairments because most of the time they miss attending lectures on time or miss them completely (Torres & Corn, 1990) as cited by (Beth, 2015). In relation to orientation, a study by Knouwds (2010) shows that orientation and mobility training were not given to learners with visual impairment. Moreover study by Awetash (2015) found that learners with visual impairment do not receive mobility orientation and counseling services. However, English (2011) mentions that experts should help students with visual impairment to become familiar with the school environment. Without vision, students cannot access information beyond those things that they can touch or hear. Without this information, students are unable to organize their environment or develop concepts that are important in understanding connections in their world. Students who are blind or visually impaired need to access information through direct experiences and hands-on, tangible examination facilitated by skilled specialists who can address these distinctive needs (Alberta, 2006).

2.2.6 Teaching Method

Meeting special educational needs is a core of Education for All agenda. EFA does not mean just sending all children to school and putting them in the class ready for a lesson. The aim of EFA, in addition to sending these children to school, is to emphasize meeting the educational needs of children, with learning difficulties and differences. Therefore, instructor within the lesson ought to consider of these contrasts in learning needs and styles among students and attempt as much as conceivable to meet them (Mmbaga, 2002).

Further, placing children with special needs in the regular classroom by itself is not a corrective measure to attack exclusionary factors against students with disabilities. Rather, assisting with adapted learning material and teaching method is a guarantee for the academic welfare of the group (UNESCO, 2005).

Students with visual impairments require unique ways of addressing their academic problems. Therefore, it is important that teachers understand this wish to be able to predetermine teaching approaches to be used for effective teaching (Salisbury, 2008). The support these teachers should provide to students with visual impairments should base on the use of different sensory stimulations, such as sounds, smells, textures and shapes, to help them build a picture of the world (Webster & Roe, as cited in Baraka, M. 2013).

According, to Chapman and Stone (1988) proposed that children with visual impairment may have had less exposure to incidental learning than their fully-sighted peers. Subsequently, educator ought to be mindful of a conceivable need of incidental learning and will have to be attempt to overcome this issue with a carefully organized modified with parts of concrete cases and hands-on experience. All the time and in all subject areas the teacher should be aware that concepts may not be fully grasped. Teachers use tactile materials, teachers must be aware that students with visual impairments have a deficit in conceptual experiences and understanding due to absence of visual ability, therefore adaptations of teaching materials become paramount, if they have to learn all the things like other students without visual impairments learn in the class.

Marylyn (2008), one key accommodation that is absolutely essential is access to textbooks and instructional materials in the appropriate media and at the same time as their sighted peers. For students who are blind this may mean Braille and/or recorded media. In addition Carmen (2014) reports to read printed material or diagrams, student with visual impairment may access information in a variety of ways, for example Braille, or audio. Braille readers cannot skim read and may take up to three times as long as other students to read a text.

Also, Marlyn (2008) learners with visual impairments may lack perceptions such as positioning the body; object characteristics short, long; time; spatial awareness; actions (throw); quantity; environmental awareness; and certain symbols. As a result of this, teachers should make their lessons as concrete as possible. Sarah and Cathy (2005) added that learners with visual impairments should also be given direct exposure to objects, sounds, smells and tastes. This can be done by means of expeditions and outings,

apparatus, models, blocks, stuffed animals, embossed maps, mathematical forms, natural products, raw materials.

Additionally, Johnsen (2001), an educator teaching students with visual impairment should face the class when speaking, speak clearly in a normal voice, not loudly, slowly or with exaggeration, keep hands away from mouth when speaking, identify yourself by name in case the student does not identify your voice and indicate verbally when you are incoming or leaving the person's presence.

UNESCO (2005) suggested that the teacher provides further training and help in areas where the learners experience difficulty; structure practice activities to provide learners with enough time to master skills be flexible with regard to a time-frame, provide special support in particular subjects. Also, Mushoriwa (2001) those in developing countries due to large class size teachers are not able to give individualized attention. Teachers' inability to provide individualized attention to pupils with visual impairment in the regular classrooms can lead to poor performance of pupils with visual impairment in regular classroom.

The teaching and learning methods instructors used in the classroom was also found to be inadequately inclusive and often did not meet the needs of students with visual impairment (Yitayal and Belachew, 2018)

The principle of suitably adapted education in schools requires teachers to change their teaching and adapt strategies that will consider the needs of every student in the class individually, because these students have different abilities and different learning styles. This calls for all regular teachers in classrooms to adapt and modify their teaching to meet these individual needs of specific students (Johnsen, 2001). Another way, flexible curricula that are accessible to all learners, irrespective of the nature of their learning style, should be central to any attempts to accommodate diversity (Ashman, 2010 as cited in Teferi 2018).

But, a study by Knouwds (2010) teachers does not familiarize their teaching methodologies to include learners with visual impairment. Also Beth (2015) methods used by lecturers was not suitable to be preparing braille notes, be audible and clear in their explanations and used materials that are tactile e.g. maps, the students with visual impairment would understand and follow better. The teaching methods and strategies used by teachers were giving notes, exercises, asking oral questions and group activities. Teachers are giving activities from text books. The activities are given without making any alterations for the learners with visual impairment (Kahsay, 2017).

2.2.7 Assessment and Evaluation Technique

Examination is set for all types of learners that are, for both student with visually impaired and sighted students who are attending in the same grade level. During this time, special consideration must be given to the students with visual impairment on the time of examination to be successful in their academic performance. As Salvia and Ysseldyke (2004) state, those assessments which do not consider learners' impairments are unfair and are not suitable assessments. Overton (2012) indicates that assessment plays a vital role in the willpower of learners' outcomes. Their inappropriately assessed learning could also lead to their exclusion from the school setting. Therefore, assessments should be prepared in ways that consider learners' impairments.

According to Beth (2015) they faced challenges during exams because some questions were not modified particularly those with diagrams and tables where they had to fill in the answers. About this, Gearheart (1992) recommended that testing approaches may need to be transformed for the students who are with visual impairment. Reading Braille takes impressively longer time than reading standard print and it may be essential either to amplify the sum of time for completion of tests or diminish the number of test things, such students ought not to be penalized in case they cannot finish tests since of the apparatuses they are utilizing.

Also, UNESCO (2005) suggested that the learners need enough time to master skills, be flexible about time frame, teachers must also allow learners who struggle extra time in their exams and tests. Generally, it is adequate to add half of the time for students with low vision, and twice as much for students with blindness (Spungin, 2002). Moreover, Kirk and Gallagher (1985 as cited in Awetash 2015) stated, "Additional time will usually be obligatory to total assignments and exams". Because students with visual impairment complete their work very slowly due to the nature of their impairment, in some instances students with visual impairment may need extra time to complete their assignment and tests (Salisbury, 2008).

Furthermore, Gearheart, suggested that the administration of a test must be adjusted in two ways, (a) to manage the test orally (b) the students record or sort his/her answer. If the examination is to be written, the reader ought to state the overall number and sorts of questions, the value assigned to each thing and time limitations.

Concerning learning assessment, this should serve educational purposes for promoting learning and guiding teaching. Assessment methods should take account of their particular disabilities. Students with visual impairment may need to be tested orally and practically or in Braille or take a tape recorded test. A learner may also require more time in an examination. Continuous assessment such as portfolio, project work should also be used as alternatives or supplementary to exams (MOE, 2016). But, students with visual impairments have faced difficulties in examination format and the place they took exams and test. The exam format and venue which students with visual impairment took is unsuitable (Yohannes, 2016)

2.2.8 Physical Environment of the School

The educational environment itself can also create a barrier for students with visual impairments since the general education classrooms are designed with sighted students in mind. Generally, adaptation of teaching and learning environment is at the core of success for all life of the student. If the environment in which learning occurs is not helpful for students with visual impairments, their learning will automatically be intervallic (Johnsen, 2001). The educational environment for students with visual impairments must be safe, in order to move from classroom to classrooms as well as from playgrounds to buildings safely, exclude unnecessary background noise, clutter from the room, avoiding glare in general from overhead lights and open or close doors fully for equal participation of students with visual impairment. Accordingly, physical access to school buildings is a vital precondition for educating children with disabilities (Stubbs, 2008). According to UNESCO (2015), learning-friendly and the barrier-free environment is essential for children to develop to their full academic, social, emotional and physical potentials. Other ways Bishop (1997) claims that before these students can be effectively included, it is important that the school atmosphere is welcoming. Though, schools that do not have good or satisfactory physical accommodations do not produce good results, and/or produce students with low levels of learning.

English (2011) suggests that classroom furniture such as chairs, desks and tables should be modified for learners with visual impairment. In addition, Assefa (2008) indicates that learning environments should be safe and secure, and should have schoolroom services such as sound facilities, electrical sockets for audio-recorders, and electricity. A positive learning environment is necessary for students with visual impairment to experience success in an educational setting. But, Haki (2018) says that the environment of many schools was not satisfactory for learners with visual impairment. For instance, some schools

had pit holes (including uncovered demolished old latrines), rough pathways and sharp pointed stones lying on the playgrounds and passages.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This research is conducted by using a qualitative research approach. Since qualitative research method answers questions about what is happening and why or how it is happening. It can provide descriptive information that leads to an understanding of individuals with a disability, their families and those who work with them (Creswell, 2009). According to Sally and Mohammad (2003) there are several reasons for the need of using qualitative approach in disability research; people perception, which are complex and dynamic, can be investigated more qualitatively.

Qualitative research method considers collecting information from the participants in order to recognize the phenomenon under the study from the viewpoints of those involved in the research (Ary, Jacobs & Sorensen, 2010). Moreover, qualitative approach is considered applicable due to its nature of providing data from the respondents in the ordinary settings (Gall, Gall & Borg, 2007). This design is also extensively relevant particularly on research that is conducted on special needs (Hartley, 2003). Thus, this research is conducted through in depth examination of the provision of support services for students with visual impairment.

The researcher specifically employed descriptive design because; the researcher wants to show the detail about the nature of educational support services for students with visual impairment. The purpose of descriptive surveys, according to Ezeani (1998), is to collect detailed and factual information that describes an existing phenomenon. So, descriptive survey research is used to investigate the educational support services for students with visual impairment or used to obtain information related to

the existing status of an issue or phenomenon and to describe “what exists” within the variable or conditions of the situation.

3.2 Research Site

The study has been carried out at Dalocha primary school. Dalocha primary school is found in SNNPR Regional State of Siltie Zone, Dalochaworeda. The school is one of the 14 full cycle primary schools, which are found in Dalochaworeda. The research site is selected purposely because other schools have no students with visual impairment. In addition, the researcher preferred the study site based on the rationale that he has familiarity of the study site. This created good opportunity for the researcher to administer and collect the data in a more conducive way.

3.3 Participants of the Study

The target population of this study is all students with visual impairment found in the sample school. The participants of this study were students with visual impairments, teachers, the principal, the vice principal and the itinerant teacher found in sample school.

3.4 Sampling Techniques

The sampling technique of this study is combination of purposive and available sampling. From the school the researcher selected grade 5,6, and 8 students with visual impairment by purposive sampling because other grades had no students with visual impairment. Because, purposive sampling is a strategy in which the researcher deliberately selects particular participants in order to solicit the needed information to better understand the problem under investigation or to answer the research questions posed (Creswell, 2003). So that, the number of students with visual impairment selected by available sampling enrolled in the target school was seven (male 3, female 4).

There were about 27 teachers, 1 principal, 1 vice principal and 1 itinerant teacher in the selected school. The principal, the vice principal and the itinerant teacher were included in this study by using available sampling techniques. In addition, teachers who were assigned to teach the target students were also selected by purposive sampling technique. Out of 27 regular teachers in the sample school nine (9) of them were purposively selected to participate in the study based on the class allotment found from the school director that they who teach grade 5, 6, and 8 students with visual impairment in the integrated class setting. This is because, the researcher believed that these informants have better information and exposure about the provision of support services for students with visual impairment

Table 1: Sample sizes of the study populations

Category	Participants of the Study			Sample			Sampling technique
	Male	Female	Total	Male	Female	Total	
Students with visual impairment	3	4	7	3	4	7	Available
Teachers	19	8	27	6	3	9	Purposive
Itinerant teacher	1	-	1	1	-	1	Available
Principal	1	-	1	1	-	1	Available
Vice principal	1	-	1	1	-	1	Available

3. 5 Instruments

To achieve the objectives, the researcher collected data using interview and observation checklist. According to Punch Keith (2000), qualitative data are most likely to be words and sentences which can be obtained by asking (interviewing), watching (observation), or reading (document), or some combination two of these activities. Facilitating the interview, posing research questions and creating conducive atmosphere to the interview were the major roles of the researcher. This was done deliberately to encourage the participants to speak freely. Subsequently, during the interviews and observation, field notes and audio records were taken by two assistants of the researcher to ensure triangulation. Following

the completion of data collection, audio materials were transcribed and translated in to English, and then corrections were made.

3.5.1 Interview

Kothari (2004) stated that interviewing is perhaps the most common type of interview used in qualitative research. The major way in which qualitative evaluator seeks to understand the perception, feeling, and knowledge of people in the program is through an in-depth-intensive interview (Best & Kahan, 1989) as cited in (Elias 2012). According to Anderson (1998) explains that an interview has many advantages. First, it is engaging to the research participant. That is why participants will respond to the questions. Second, the researcher can clarify questions for the participant. This makes interviewing attractive. Third, the researcher can understand non-verbal cues of the participant and the context. Therefore, the researcher conducted an interview with students with visual impairment, teachers, the principal, the vice principal and the itinerant teacher. Participants were interviewed by using semi-structured questions during their appropriate interview times. The researcher used open ended sets of questions to explore participants' experiences through interview. During the interview, the researcher further clarified the questions in order to straighten the participants for further explanation.

The interview was conducted with a total of 7 (seven) student with visual impairment, 9(nine) teachers, 1 principal, 1 vice principal and 1 itinerant teacher. The researcher used the semi-structure interview mainly focused on the availability, adequacy and relevance of educational supports being provided for students with visual impairment.

3.5.2 Observation

The researcher used an observation checklist to generate data. The main purpose of observation held was to obtain data for further clarity and credibility of the research information on educational support services for students with visual impairment. Observation is a technique that will be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate. Observations are those in which the researcher takes notes on the behavior and activities of individuals at the research site (Creswell, 2009).

Observation check list was developed to gather information on the educational support service practices in classroom and the learning conditions for the students with visual impairment in classroom situation,

physical infrastructures (like toilets, corridors, ramps, play grounds, learning material and teaching aids). The observation tried to include all observable phenomena regarding the practice of educational support in school practice. This provided for a detailed and context related information and reliability.

3.6 Procedure

The data collection process was as follows: First, letter of permission was taken from Addis Ababa University department of special need. Then, the researcher visited the selected school, briefed the principal on the purpose and objectives of the study. The teachers and student respondents were also briefed on the purpose and the need to give candid responses and suggestions on how to improve education support for learners with visual impairment

Regarding data collecting tools, the researcher used qualitative type of data collection tools as main source of data. A set of interview questions were prepared and used in specific themes on the basis of basic research question and administered for nine teachers, seven students with visual impairment, one itinerant teacher, one principal and one vice principal of sample school by using semi structured interviews. In addition to this, the researcher collected information by observation about the schools environment, facilities, play grounds, classroom setting and the whole schooling activities of children with visual impairment. The interviews were audio recorded by a mobile phone device. All informants had read the letter of consent before our meetings and they knew the interview would be audio recorded, any record did not start before asking permission from the informants. All data were transcribed when interviews were finished. As closing remark for the interviews, the researcher informed the informant that questions were finished and they were asked whether there were questions or suggestions for them. Finally, the interview was concluded with gratitude.

3.7 Method of data Analysis

In analyzing the data qualitative method was employed as a technique. According to Punch Keith (2000) the data collected through interview and observation have to be completely analyzed and presented qualitatively. Generally, in analyzing the data the researcher used qualitative method. The result of interview and observation was analyzed together qualitatively by dividing its theme according to the objective of this study.

The finding was logically organized or categorized according to the basic frameworks on the research questions, such as availability, adequacy and relevance of educational support for students with visual impairment. Concerning each case, the findings were analyzed independently in a description form. Then, the findings on the practice of educational support for students with visual impairment were discussed in detail.

3.8 Ethical Consideration

In planning a research work involving human participants, it is important to consider the ethical guidelines designed to protect the participants (Best 1999). Therefore, the researcher attempted to set the following ethical principles. Permission was obtained from concerned body before gathering data and to protect the identity of respondents, their names were not written in the result part of the study while respondents being informed and oriented about the purpose of collecting data. The researcher respects the culture, norm and personal willingness of the respondents to participate on the interview. Finally, the researcher was thankful to the respondents who participated by contributing information for the completion of the interview.

CHAPTER FOUR

FINDINGS OF THE STUDY

As the study is qualitative in nature, the raw data gathered from the varied participants of the study such as students with visual impairment, teachers, the school principal, vice principal and itinerant teacher are categorized and analysed in order to examine educational supports provided to students with visual impairment. Evaluation of findings is made by interpreting the data obtained from individual interviewees and observation. The researcher first interpreted the data obtained from various interviewees about the educational support provided to students with visual impairment. For the sake of convenience and simplicity, the gathered data is presented by three thematic issues. The three themes are: availability of educational supports, adequacy of educational supports and the relevance of educational supports provided to students with visual impairment.

4.1 Demographic Characteristics of the respondents

This part presents demographic data collected from seven students with visual impairment, nine teachers, one itinerant teacher, and two principals. The demographic data contain age, gender, teaching experience and area of specialization

Table2 Demographic characteristic of students with visual impairment at Dalocha Primary School

Sex			Age				Grade level		
Male	Female	Total	12-14	15-18	>18	Total	5	6	8
3	4	7	3	3	1	7	2	2	3

Table 3 Demographic characteristics of teachers, itinerant teacher and principals at the school

No	Item	Characteristics	Teacher	Preschool Principal	Vice principal	Itinerant teacher
1	Sex	Male	6	1	1	1
		Female	3			
		Total	9	1	1	1
2	Education qualification	Diploma	5			
		First degree	4	1	1	1
		Total	9	1	1	
3	Experience	5- 10	3			1
		11-15	5		1	
		>15	1	1		

4.2 Types of educational support service for students with visual impairment

4.2.1 Teaching/learning materials

Interviewees of three students responded that the school possesses resources and equipment such as Braille paper, slate & stylus and word building kit. Also, a student responded as he has Braille paper, slate & stylus and cane. He added that the school possesses recording materials that are used in common. Additionally, two students responded that they possess Braille paper, slate & stylus, talking watch and recording material. Another student said “we don’t have any book that is written by Braille in the school. We have only printed student textbooks”

Four Participant teachers responded that every student with visual impairment has Braille paper, slate & stylus. Also other three participant teachers responded that every student with visual impairment has Braille paper, slate & stylus, word building kit & recording material. Additional participants of two teachers responded that every student with visual impairment has Braille paper and slate & stylus, whereas word building kit & recording material are used in common.

Also, response of the principals and the itinerant teacher’s were that Braille paper, slate & stylus, word building kit, talking watch, and cane are available. Though sound ball and JAWS are found in the school, they are not available to the students. Even though the cane is available, the students are not using it as they are not aware of its importance and proper use.

Additionally from the researcher’s observation, Braille paper, slate & stylus, word building kit, talking watch, sound ball and computer with software for learners with visual impairment (JAWS) and cane are available. But, sound ball and computer with software for learners with visual impairment (JAWS) are not available to students even though they are available school. Only one student use cane but, he cannot use it appropriately. One of the interviewed students stated that “using cane has no value except as indicator for drivers in case of crossing roads”.

4.2.2 Library resource

Three students who were requested to express their views regarding library resources responded that they have no access to library resources. Two students who were requested said that there are no books which can help the students with visual impairments in the library. Even a student stated that “we don’t know where the library is” to strengthen the absence of required resources in the library. Another student described that “I have no reason to go to the library as there is no book which is written in Braille”.

Similarly four teacherrespondents replied that there is no access to library resources for students with visual impairment. Furthermore, three of the interviewed teachersstated that there are no books which are written in Braille and computer with software for learners with visual impairment in the library that can help the students with visual impairment.

The itinerant teacher, principal and other two teachers explained there is JAWS computer for students with visual impairment, but it is not available to them. Additionally, the principal replied that there is no access to library resources for students with visual impairment whereas the itinerant teacher said “there is no access to computers or electronic reader devices”.

It was also response of the vice principal that there are no books which are written in Braille and talking calculators that can help the students with visual impairment.The observation showed similar finding with that of the interview.

The findings of this study show that majority of required library resources and equipment are absent and even those present are notavailable to the students.

4.2.3 Guidance and counselling

As to the availability and adequacy of the counseling services for students with visual impairment,two students responded that there is no available counseling service for them in their schools. A Student responded that there is no counseling service for them in their schools which is additional/ different from sighted students. However, three students responded that the counseling service is inadequate. The inadequacy is explained by two of the students as lack of specialty of the counseling for the studentswith visual impairment. A Student said, “Even though there is counseling, it is by the itinerant teacher which is very rare and not sufficient”. Three teachers responded that there is no counseling service provided to students with visual impairment in the school by trained counselors; it is rather conducted by the home room teachers of the respective classes. But four teachers responded that there isavailable counseling service provided to students with visual impairment in the school by itinerant teachers along with the home room teachers of the respective classes

The itinerant teacher and the principal stated the presence of general counseling service for students with visual impairment. They stated the counselling is provided by both the itinerant special needs teacher and other teachers. Two other teachersand the vice principal stated the presence of general counseling

service for students with visual impairment but, counseling service is inadequate because there is no permanent counselor. From this, we can conclude there is inadequacy of guidance and counseling support services in the school.

4.2.4 Mobility and Orientation Training

Regarding mobility orientation training, all respondent students with visual impairment responded that, they did not receive orientation and mobility training service in their school. Similarly all participants of teachers and the vice principal responded that orientation and mobility training service is not given to students with visual impairment in the school. Whereas, the itinerant teacher and principal said mobility orientation training is given to students with visual impairment at the beginning of the academic year.

As it is seen from observation, students with visual impairment do not use a cane and students with visual impairment are guided by sighted students. Even though one student with visual impairment has a cane, he cannot use it properly and he is guided by sighted student. Since he does not know about the appropriate use of a cane, he said that, "I have a cane but I do not use it because cane do not support for moving anywhere except for the sake of crossing/ travelling through vehicle roads as drivers may know about my visual impairment as they see the cane"

Finding of this study indicates that students with visual impairment are not very well supported in terms of mobility orientation. Students with visual impairment either received little training and support or received unsystematic and non-professional training on mobility orientation.

4.2.5 Teachers Use of Tactile Teaching/Learning Aid

All participants of students with visual impairment responded that teachers do not use tactile teaching/learning aid for the purpose of supporting students with visual impairments. Five teacher respondents stated that their school is not currently equipped with tactile teaching aid and do not use tactile teaching/learning aid. Other three teachers stated that they do not use tactile teaching/learning aide because their school is not equipped with varied tactile teaching aide. The remaining teacher said "I do not use tactile teaching/learning aide because our school is not equipped with tactile teaching aid and I do not have knowledge about how to prepare tactile teaching aid"

The itinerant teacher and the principal responded that teachers do not use additional or different teaching aide for the purpose of supporting students with visual impairments. Similarly interviews of the vice principal's response is that teachers use teaching aide but, the teaching aides are similar for students with visual impairments and sighted students or, teachers do not prepare and use additional tactile teaching aid for students with visual impairment.

According to observation, the school was not well equipped with tactile teaching aide and other learning materials. Also, teachers do not use different/separate teaching/learning aides for students with visual impairment .The findings of this study show that the school is not currently equipped with varied and relevant tactile teaching aide and do not use additional teaching/learning aide for the purpose of supporting students with visual impairments.

4.2.6 Assessment and Evaluation Technique for Students with Visual Impairment

Participant students with visual impairment were asked to assess teachers whether they use appropriate assessment and evaluation methods including home work to evaluate the academic performance of students with visual impairment in the classroom setting. Regarding this, four respondent students replied that teachers in the class room do not use appropriate assessment and evaluation methods for students with visual impairment. Another student said, "Assessment is difficult for students with visual impairment because assessments sometimes include maps, charts and table". The other student said "only one test reader is assigned for two or more students which results in making mistakes while transcribing our dictated answer as we lower our voice in order to avoid audibility of the answer to others. There is also shortage of time as we hurry to finish early due to fear of departure of our guiding students if we will be late, since we are assessed after the sighted students are assessed".

Similarly, the principals and the itinerant teacher responded that their teachers do not use appropriate assessment and evaluation methods for students with visual impairment. Though five teachers perceive that there are appropriate assessment and evaluation techniques, they consider the techniques as inadequate for students with visual impairment. The remaining four respondent teachers perceive that assessment and evaluation techniques are given for students with visual impairment in similar way with

sighted students in all assessment techniques. This shows that in the school, the assessment and evaluation techniques are not modified according to visual impairment or are not used appropriately for students with visual impairment.

4.3. Adequacy of Educational Support Provided to Students with Visual Impairment

4.3.1 Adequacy of Teaching and Learning Materials

Two participant students responded that there are major resources and equipment for students with visual impairment such as Braille paper, slate & stylus in adequate quantity but recording material is inadequate. Four students responded that Braille paper, slate & stylus are adequate but word building kit, talking watch and recording material are inadequate. A student responded that Braille paper, slate & stylus are used in one to one ratio but recording material is used in common. Four Interviewees of teachers responded that there are major resources and equipment for students with visual impairment such as Braille paper, slate & stylus, word building kit and recording material but word building kit and recording material are inadequate. Two of teachers responded that Braille paper, slate & stylus are adequate but recording material is inadequate. Three teachers responded that Braille paper, slate & stylus are adequate but recording material and cane is inadequate.

The itinerant teacher responded that there are Braille paper, slate & stylus, word building kit, cane and talking watch which are given individually but recording material is given in group of two or three students with visual impairment. The vice principal responded that there are adequate Braille papers, slate & stylus, word building kit and cane but talking watch and recording materials are inadequate. The principal responded that there is adequate number of Braille paper, slate & stylus, word building kit, talking watch and cane but word building kit and talking watch are not given individually. Observations show Braille paper, slate & stylus is distributed individually but word building kit, talking watch and cane, are not sufficient. The findings of this study show that most available resource and equipment are inadequate.

4.3.2 Adequacy of Trained Personnel to Support Students with Visual

Regarding whether there are adequate trained personnel to support students with visual impairment at Dalocha primary school, three of the teachers said that teachers have never got the chance to participate in related trainings. They added that only the itinerant teacher has attended training with special needs

education. Four of the teachers responded that there are no adequate trained personnel to support students with visual impairment. The remaining two teachers and the itinerant teacher responded that teachers are not trained in special needs education.

The principals also responded that the teachers are not trained in Braille reading and writing. As such, there is a big gap in trained personnel to support students with visual impairment. This indicates that teachers are not trained in special need education or, there are no adequate trained personnel to support students with visual impairment and they don't get supportive services in major areas.

4.4 Relevance of Educational Support Provided to Students with Visual Impairment

4.4.1 Educational materials for Students with Visual Impairment

As to relevance of educational resources for students with visual impairment, three students replied that there are no text books and reference books at school in any grade level written by Braille. Also other four students replied that the same book and reference book which is used for sighted students is used for students with visual impairment too. Six of the participant teachers and the principals replied that there are no text books and reference books at school in any grade level written by Braille. Three of the teachers said the same book and reference book which is used for sighted students is used for the students with visual impairment too. Because of this, students with visual impairment depend on sighted students to read for any reason, like study as preparation for assessment, which makes the learning situation difficult for students with visual impairment and for their teachers. As the itinerant teacher said, even though there is recording material for the students with visual impairment, the material is less suitable and they do not have the better ones. As it is indicated above there is gap in use of relevant educational materials.

4.4.2 Teaching Methods

When participants of teachers responded about teaching methods for students with visual impairment through the interview, four of them claimed that they do not use different methods for students with visual impairment. One of these teachers said “frankly speaking we do not adapt them, because we do not have knowledge of adapting them or there is no knowledge about how to teach students with visual impairment, as example,I have never got the chance to participate in training with special need education/ how to support students with visual impairment”.

Other three teachers claimed to use different methods to teach students with visual impairment depending on the situation. Strengthening this idea, one of them said the following statement: “I use different methods. For example, I use oral questions. After some answers, I elaborate the question and then continue teaching. Other timesI use group discussions or lecturing methods by considering the nature of students with visual impairment”. Also the other tworequested teachers responded that they use loud sound depending on the situation

Four of students claimed teachers most of the time do not consider specific learning need. A studentclaimed teachers do not use different method to teach students with visual impairment from sighted students. The other studentsaid “teachers use maps, tables and charts, at that time it is difficult to understand the lesson for them”.

Similarly the school principal responded that most of the time teachers do not adapt teaching method for students with visual impairment because of knowledge gap. Moreover, none of the teachers are graduated in special need education. As a result, they do not know how to support students with visual impairment. The vice principal said there are some teachers who participated in a seminar concerning about how to support students with special need. These make it difficult for teachers to adapt/ modify teaching methods for students with visual impairment.

Additionally, classroom observation showed some teachers switching from one method to the other in a single lesson. Still, these approaches were typically common to all students. No adaptation was observed. For instance, a teacher could change from question and answer to a lecture method without considering students with visual impairments. The findings indicate that the teaching methodology of teachers is not comfortable for student with visual impairment. The teachers do not use appropriate teaching methods that address the needs of students with visual impairment and they do not modify the teaching methods according to visual impairment.

4.4.3 Relevance of School Environment

Five of the respondent students described the compound as it lacks suitable furniture, suitable toilet and presence of trees grown in unorganized way. Two of the former ones and two other students described the absence of leveled ground and ramps at the gates of classrooms which make the compound uncomfortable for mobility of students with visual impairment. Also the vice principal described “the school is designed for sighted students. So, it is not suitable for students with visual impairment”.

Four of respondent teachers described the school compound as it lacks suitable environments like furniture and playing fields. Two teachers described the school compound as it lacks suitable open ditches and suitable toilet. A teacher said “Our school isn't designed by considering blind students that is why there are ditches, poles and other kinds of obstacles here and there.”

The principal and one more teacher described the absence of leveled ground and ramps at the gates of classrooms which make the compound uncomfortable for mobility of students with visual impairment. The itinerant teacher added besides the above mentioned problems like lack of leisure places, playing fields and presence of mobility hindering materials like clump of sand in the compound. Observation shows besides the above mentioned challenges presence of piles of stone, wood and open ditches which make movement difficult for students with visual impairment.

So, the findings show that there are lots of uncomfortable features in the compound for students with visual impairment.

CHAPTER FIVE

DISCUSSION

As stated in the previous chapter, the main objective of this study is to examine the educational support service for students with visual impairment in Siltie Zone at Dalocha primary school. In this part of the study different data gathered from participants are discussed based on the basic research questions, literature and research findings. The findings obtained based on data generated from a total of nineteen individual research participants (seven students with visual impairment, nine teachers, one itinerant teacher and two principals) through interview. The researcher's personal observation is considered to verify and complement the findings already attained from the interview.

5.1. Educational Support Service for Students with Visual Vmpairment

5.1.1 Regarding Teaching Learning Materials

The findings reveal that resources and equipment for students with visual impairment are Braille paper, slate & stylus, word building kit, record material and cane. There are scarcities of recording materials and there are no text books in Braille. Most required resource and equipment are absent or not available to students.

In connection to the response, UNESCO (1994) stated that, if a school is well prepared with the basic teaching and learning resources, the educator's work is made easier than the learning outcomes of all learners will develop. Resources like Braille paper, slates and stylus, Brail library service, books written in Braille, tape recorder, talking calculator, audio cassettes, JAWS for Windows, Kurzzi Weil reading machine and audio books are significant to learners with visual impairment to supplement their special educational needs.

5.1.2 Regarding Library Resource

According, to Beth (2015) if libraries are not equipped with resources for students with visual impairments it is problematic for the students with visual impairment especially when doing their assignments, testes, and revisions for their end of semester exams.

However in this research area as it is indicated in the result part, the school has no access to library resources like books which are written in Braille, JAWS for window and talking calculators that can help students with visual impairment. It can be concluded that majority of required library resources and equipment are absent and some are not available to students.

5.1.3 Guidance and Counseling Services

Concerning the counseling services, findings show that there is inadequacy and irrelevance of counseling service provide to students with visual impairment. As there is no permanent counselor at school level the counseling service is given by class room teacher and itinerant teacher.

However Idowu & Esere (2007), counseling is a professional assistance given by a counselor to an individual or group of individuals who are either able or disabled for the purpose of understanding their conflicting areas of life better, detecting alternative solution to problems and living a fulfilled life.

Guidance and counseling is an important aspect of education that can help the learner in his problem. It is an essential service that can support instructional work to enable a student to develop his ability. Furthermore, guidance and counseling are required for the formal improvement of all children. This can be since there are emotional, social, financial and instructive issues of pupils.

The guidance and counseling service provided has to empower the visual impairment-learner to accept the limitations that cannot be avoided and to improve possible and satisfying goals within the obtainable limitations (Chauhan, 1982 as cited in Awetash ,2015)

5.1.4. Mobility and Orientation Training

Generally this study indicates that students with visual impairment were not very well supported in terms of orientation and mobility. Students with visual impairment either received little training and support or received unsystematic and non-professional training on them.

Regarding this, Koenig (1996) stated that orientation and mobility training “promotes safe, efficient, graceful, and independent movement through any environment, indoor and outdoor, familiar and unfamiliar”. Similarly, Dale & Salt (2007) mobility and orientation education for children with visual impairment is critical to enable them to participate safely and confidently in activities within and beyond school. Without intervention it is said that children with visual impairment face many difficulties in acquiring orientation and mobility skills, particularly in forming body concepts, mental maps of their surroundings and the wider world, and concepts of distance. This has been verified in developmental delays observed in young children and babies who are with visual impairment.

5.1.5 Regarding using Tactile Teaching/Learning Aid

The study finding shows that teachers either do not use tactile teaching/learning aid for students with visual impairments or they do not use additional or different teaching aid for the purpose of supporting students with visual impairments.

According, to Chapman and Stone (1988) children with visual impairment may have had less exposure to incidental learning than their fully-sighted peers. Subsequently, educator ought to be mindful of a conceivable need of incidental learning and will have to be attempt to overcome this issue with a carefully organized modified with parts of concrete cases and hands-on experience. All the time and in all subject areas, the teacher should be aware that concepts may not be fully grasped. Teachers use tactile materials, teachers must be aware that students with visual impairments have a deficit in conceptual experiences and understanding due to absence of visual ability, therefore adaptations of teaching materials become paramount, if they have to learn all the things like other students without visual impairments learn in the class.

5.1.6 Assessment and Evaluation Technique for Students with Visual Impairment

Regarding this, teachers in the class room do not use appropriate assessment and evaluation methods for students with visual impairment. Even though there is some consideration in assessment and evaluation

methods of students with visual impairment, it is inadequate. In the school, the assessment and evaluation techniques are not modified according to the need of students with visual impairment or are not used appropriately according to students with visual impairment

About this, Overton (2012) indicates that assessment plays a crucial role in the determination of learners' outcomes and special consideration must be given to the students with visual impairment on the time of examination to be successful in their academic performance. As Salvia and Ysseldyke (2004) state, those assessments which do not consider learners' impairments are unfair and are not appropriate assessments. Their inappropriately assessed learning could also lead to their exclusion from the school setting. Also UNESCO (2005) suggested that the learners need with enough time to master skills, be flexible about to time frame, teachers must also allow learners who struggle extra time in their exams and tests. Therefore, assessments should be prepared in ways that consider learners' impairments

5.2. Adequacy of Educational Supports Provided for Students with Visual Impairment

5.2.1 Adequacy of Teaching and Learning Materials

The finding of the study in this regard shows that there are major resources and equipment for students with visual impairment such as Braille paper, slate & stylus, are disturbed individually but word building kit, talking watch, are not sufficient. One recorder is given for two or three students. This shows that there is inadequacy of teaching/learning materials.

In order to meet the needs of students with visual impairment Braille books, audiobooks, and learning materials with Braille labels should be provided to blind students and always kept up to date (Taylor & Taylor, 1960; Gentle, 2008) as cited in (Xiaofang, 2014).

Students with visual impairment face acute scarcities of teaching and learning materials furthermore, teaching and learning materials for learners with visual impairment were inadequacy and not sufficient to satisfy to the students' needs (Haki, 2018).

5.2.2 Regarding Adequacy of Trained Person

Teachers have never got the chance to participate in related trainings. Only the itinerant teacher has attended training with special needs education. The teachers are not trained Braille reading and writing as such there is a big gap in trained personnel to support students with visual impairment. This indicates

that there are no adequate trained personnel to support students with visual impairment and don't get supportive services in the major areas. As a result majority of students with visual impairments cannot read and write Braille.

As Nyoni (2011), general education teachers should have both applicable skills and attitudes in order to satisfactorily and meaningfully support students with visual impairments in general education settings. Moreover, students with visual impairment need instruction by an educator with skill in the areas of visual disorders, and satisfactory training in the effective use of strategies. Shortage of sufficiently trained personnel and lacks of qualified person are most severe for students with visual impairment (NICHCY, 2012).

Teachers are the most essential influence in shaping the quality of education a child receives. The quality of education and training largely depends on the quality of teachers that is academic qualification, professional training, commitment and dedication. Because teaching is a highly skilled profession, requiring dedicated training not only in subject knowledge, but in teaching skills – including identifying strengths, weaknesses and interests and responding to diverse learning needs, classroom management, positive discipline and attitudes (Yitayal and Belachew (2018).

5.3 Regarding Relevance of Educational Support Provided to Students with Visual Impairment

5.3.1 Educational Materials

As to educational materials, there were no text books written by Braille, reference books and electronic reader devices. Recording materials were not given individually because of this students with visual impairment depend on sighted students to read every material like assessments and to get ready for the exam. The same book and reference book which is used for sighted students is used for the students with visual impairments too. Because of this, students with visual impairment depend on sighted students to read every activity like study as preparation for assessment which makes the learning situation difficult for students with visual impairment and for their teachers.

According to Beth (2015) lack of suitable and modified resources to teach learners with visual impairment is not to suit the needs of students with visual impairment.

5.3.2 Adaptive Teaching Methods

There is only little consideration of students with visual impairment by teachers while preparing for classes. Teachers most of the time do not consider the specific learning need of students with visual

impairment. Sometimes teachers use maps, tables and charts which makes it difficult to understand the lesson for students with visual impairment. Though there are some considerations, they are limited to few teachers. Most of the time teachers do not adapt teaching method for students with visual impairment because of knowledge gap. None of the teachers are graduated in special need education. As a result, they do not know how to support students with visual impairment.

According to these, placing children with special needs in the regular classroom by itself is not a corrective measure to attack exclusionary factors against students with disabilities. Rather, facilitating with adapted learning material and teaching style is an assurance for the academic wellbeing of the group (UNESCO, 2005).

As Chapman and Stone (1988) proposed that children with visual impairment may have had less exposure to incidental learning than their fully-sighted peers. Subsequently, educator ought to be mindful of a conceivable need of incidental learning and will have to be attempt to overcome this issue with a carefully organized modified with parts of concrete cases and hands-on experience All the time and in all subject areas the teacher should be aware that concepts may not be fully grasped. Teachers use tactile materials, teachers must be aware that students with visual impairments have a deficit in conceptual experiences and understanding due to absence of visual ability, therefore, adaptations of teaching materials become paramount, if they have to learn all the things other students without visual impairments learn in the class.

Also, Marlyn (2008) learners with visual impairments may lack concepts such as positioning the body; object characteristics short, long; time; spatial awareness; actions (throw); quantity; environmental awareness; and certain symbols. As a result of this, teachers should make their lessons as concrete as possible. The principle of appropriately altered education in schools requires teachers to change their teaching and adopt strategies that will consider the needs of every student in the class individually, because these students have different abilities and different learning styles. This calls for all regular teachers in classrooms to familiarize and adapt their teaching to meet these individual needs of specific students (Johnsen, 2001).

5.3.3 School Environment

The school lack of suitable for students with visual impairment. Presence of trees grown in unorganized way and clump of sand in the compound make the compound uncomfortable for mobility of students

with visual impairment. Besides the above mentioned challenges there are piles of stone, wood and open ditches which make movement difficult for students with visual impairment. So, the findings show that there are lots of uncomfortable features in the compound for students with visual impairment.

According to UNESCO (2015), learning-friendly and the barrier -free environment is essential for children to develop to their full academic, social, emotional and physical potentials.

The educational environment for students with visual impairments must be safe, in order to move from classroom to classrooms as well as from playgrounds to buildings safely, eliminate unnecessary background noise, clutter from the room, avoiding glare in general from overhead lights and open or close doors fully for equal participation of students with visual impairment (Stubbs.S 2008).

Also, Aderie(2016), indicate the availability and accessibility of the physical facilities of school assist in enhancing the learning or educational outcomes of all students including those with visual impairments and special needs.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

In this last chapter, the researcher would like to state a summary of the study along with some concluding remarks on the findings and recommendations. This study has examined the educational support service for students with visual impairment in Siltie Zone at Dalocha primary school. The recommendations are useful to make timely interventions by the selected study school in order to enhance school services and program for the SWVI.

6.1 Summary of Finding

- ✓ Required resources and equipment like books which are written in Braille are absent and other resources and equipment such as JAWS, cane and sound ball are not available to students. Others are either very low or limited and majority of students with visual impairments cannot read and write braille.

- ✓ There are no required resources for library service. As a result, the library is not functional.
- ✓ The counselling service is inadequate and irrelevant as there is no permanent professional counsellor at the school.
- ✓ Students with visual impairment receive either little or unsystematic training. The training is also non-professional. This indicates students with visual impairment are not very well supported in terms of orientation and mobility.
- ✓ The school is not currently equipped with varied and relevant tactile teaching aids and teachers do not use tactile or additional teaching/learning aids for the purpose of supporting students with visual impairments.
- ✓ The school assessment and evaluation technique is not modified according to the need of students with visual impairment,
- ✓ Lack of trained person for supporting students with visual impairment and lack of support services in the major areas.
- ✓ Educational resources are not relevant to students with visual impairment.
- ✓ Teachers do not use appropriate teaching methods that address the needs of students with visual impairment and they do not modify the teaching methods according to visual impairment.
- ✓ School compound are not relevant for students with visual impairment like playing field, piles of stone, wood, open ditches, toilet rooms, leisure place, classroom gets are not accessible to students with visual impairment.

6.2 Conclusion

This study is to examine the educational support service for students with visual impairment in integrated classroom. Hence, based on the findings of the study, the following conclusions are drawn:

Educational support is very important for students with visual impairment. MOE (2012) points out that technical support, community support, teacher aid support, guidance and counseling are some important support services that should be made available to the learner with special needs in the regular class. However, by analyzing the collected data from the participants of the selected school, it is not well equipped with different educational support services in order to make their education effective. Results of interview and observation show that the most required teaching/learning resources, library resources and equipment are absent, inadequate or not available to students with visual impairment and library service is not provided for students with visual impairment. There are no adequate trained people in the major areas.

The counselling service provided is inadequate and inappropriate to students with visual impairment as there is no permanent counsellor at school level. Similarly, students with visual impairment are not very well supported in terms of mobility orientation. Teachers do not use appropriate teaching methods or they do not modify the teaching methods according to visual impairment. Teachers are deficient in using tactile/additional teaching aids. Assessment and evaluation techniques are not modified according to the need of students with visual impairment. Additionally, the school compound is not relevant for students with visual impairment. It lacks relevant playing field, toilet rooms, furniture and other important school infrastructure. There are conditions which hinder mobility of students like piles of stone and wood, open ditches, poor ramps. According to the findings of this study; the availability of different educational services to students with visual impairment in Dallocha Primary school is limited. This is an indication that the provisions of different educational support services for students with visual impairment need improvement to make the education of students with visual impairment effective.

6. 3 Recommendation

Based on the findings of the study, the following are major recommendations forwarded:

- The Woreda Educational Head Office should give pre-service and in-service capacity building trainings for teachers to teach students with visual impairment effectively and how to support them
- The school should give training for teachers in special needs education, particularly in skill areas like in Braille reading and writing
- The school should give training on Braille reading and writing, mobility orientation and skill for students with visual impairment in order to facilitate teaching/learning process
- The school should fulfil necessary teaching/learning materials such as books written in Brail, sound recording material, talking calculator, JAWS and etc
- The school should fulfil required library resources and services
- The school should avail the teaching materials to students with visual impairment which are not stored without service.
- The Woreda Educational Head Office should hiring trained person

- Teachers should adapt teaching methods according to the need of students with visual impairment
- The school has to support and encourage teachers to produce and use relevant teaching aides which can be made locally to promote the teaching-learning process for practical activities for students with visual impairment.
- The school and teachers should make instructional modifications like extended time during exam and alternative activities or tests for students with visual impairment.
- The school compound should be handled in a comfortable manner so that students with visual impairment can move with better ease and less risk

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Appendices

Addis Ababa University

College of Education and Behavioural studies

Department of Special Needs Education

First of all, I would like to thank you very much for your precious time to respond the questions provided below. The main purpose of this interview is to collect data from educational support service for students with visual impairment in order to describe the availability, adequacy and relevance of educational support for students with visual impairment. Thus, I need to ensure you that the data collected from you will be used to achieve these objectives, not for other purpose. Therefore, your responses are the valuable input to improving the quality of the research study.

Appendix B Interview guide for students with visual impairment

1. What are the types of teaching materials available for students with visual impairment in your school?
2. How much do the teaching materials are suitable for students with visual impairment?
3. Are the teaching materials adequate to aid the students with visual impairment? explain

4. Are there suitable supplies for students with visual impairment in the library of the school? if there, mention them
5. Are the supplies for students with visual impairment in the library accessible? explain
6. What are the specific methods applied by teachers to teach students with visual impairment?
7. What are the special aids for students with visual impairment during exam?
8. What are the teaching aids used by teachers to teach students with visual impairment?
9. What are the counseling services which are specifically delivered to students with visual impairment?
10. What are the mobility challenges for students with visual impairment in the school environment?
11. Are there trained personnel to aid the development of mobility skill and to identify the environmental mobility challenges? What do they do?
12. What are the aids provided by teachers and the school for students with visual impairment other than those mentioned above?
13. What are the challenges in educational support service for students with visual impairment in your school?
14. What are the possible solutions for the challenges mentioned in Q13?

Appendix B Interview guide for teachers

First of all, I would like to thank you very much for your precious time to respond the questions provided below. The main purpose of this interview is to collect data from educational support service for students with visual impairment in order to describe the availability, adequacy and relevance of educational support for students with visual impairment. Thus, I need to ensure you that the data collected from you will be used to achieve these objectives, not for other purpose. Therefore, your responses are the valuable input to improving the quality of the research study.

1. What are the types of teaching materials available for students with visual impairment in your school?
2. How much do the teaching materials are suitable for students with visual impairment?
3. Are the teaching materials adequate to aid the students with visual impairment? explain
4. Are there suitable supplies for students with visual impairment in the library of the school? if there, mention them
5. Are the supplies for students with visual impairment in the library accessible? explain
6. What are the specific methods applied by teachers to teach students with visual impairment?
7. What are the special aids for students with visual impairment during exam?
8. What are the teaching aids used by teachers to teach students with visual impairment?

9. What are the counseling services which are specifically delivered to students with visual impairment?
10. What are the mobility challenges for students with visual impairment in the school environment?
11. Are there trained personnel to aid the development of mobility skill and to identify the environmental mobility challenges? What do they do?
12. What are the aids provided by teachers and the school for students with visual impairment other than those mentioned above?
13. What are the challenges in educational support service for students with visual impairment in your school?
14. What are the possible solutions for the challenges mentioned in Q13?
15. What are the types of teaching materials available for students with visual impairment in your school?
16. How much do the teaching materials are suitable for students with visual impairment?
17. Are the teaching materials adequate to aid the students with visual impairment? Explain

Appendix C Interview guide for itinerant teachers, principal and vice principal

First of all, I would like to thank you very much for your precious time to respond the questions provided below. The main purpose of this interview is to collect data from educational support service for students with visual impairment in order to describe the availability, adequacy and relevance of educational support for students with visual impairment. Thus, I need to ensure you that the data collected from you will be used to achieve these objectives, not for other purpose. Therefore, your responses are the valuable input to improving the quality of the research study.

1. What are the types of teaching materials available for students with visual impairment in your school?
2. How much do the teaching materials are suitable for students with visual impairment?
3. Are the teaching materials adequate to aid the students with visual impairment? explain
4. Are there suitable supplies for students with visual impairment in the library of the school? if there, mention them
5. Are the supplies for students with visual impairment in the library accessible? explain
6. What are the specific methods applied by teachers to teach students with visual impairment?
7. What are the special aids for students with visual impairment during exam?
8. What are the teaching aids used by teachers to teach students with visual impairment?

9. What are the counseling services which are specifically delivered to students with visual impairment?
10. What are the mobility challenges for students with visual impairment in the school environment?
11. Are there trained personnel to aid the development of mobility skill and to identify the environmental mobility challenges? What do they do?
12. What are the aids provided by teachers and the school for students with visual impairment other than those mentioned above?
13. What are the challenges in educational support service for students with visual impairment in your school?
14. What are the possible solutions for the challenges mentioned in Q13?
15. What are the types of teaching materials available for students with visual impairment in your school?
16. How much do the teaching materials are suitable for students with visual impairment?
17. Are the teaching materials adequate to aid the students with visual impairment? Explain

Appendix D

Observation check list guide

I. General Information 1. Date of Visit _____

2. Grade and Section Observed _____

Instruction: Put a check mark "_/" in the column which tells 1 = yes 2 = no

No	Variable to be observed	1	2
1	Safety the environment for students with visual impairment		
	1.1 Noises and disturbances from other students		
	1.2 Convenience of desks in the classroom to sit		
	1.3 Getting to your seats in the classroom as easily as possible		

	1.4 Availability's of the road from class rooms to play grounds the field		
2	Do teachers modify teaching method for students with visual impairment		
3	Do teachers use tactile materials for the teaching process?		
4	Access to obtain the following teaching materials		
	4.1 Books are written in Braille		
	4.2 slate, stylus Braille paper		
	4.3. electronic reader devices		
	4.4 Recording material		
	4.5 talking calculator		
	4.6 JAWS for Windows,		
	4.7 Kurzzi Weil Reading Machine,		
	4.8 Tape and Cassette and,		
	4 .9 Speech Compressor		
	4.10 White canes,		
5	every learner with visual impairment have enough learning resources School		
6	The presence of different teaching & supportive materials in the		

	library and the resource room		
7	Teachers develop and use signs and maps in tactile formats?		
8	Students with visual impairment actively participate in Classroom activities with all their peers		

አባሪህ

መግቢያ

የ ዚህ መጠይቅ ዋና አላማ በስልጠኔ ዘንድ ለሚኖሩ መሪዎች ማረጋገጫ /

ቤት ለአይነት ልዩነት ማረጋገጫ የትምህርት ድጋፍ አገልግሎት አሰጣጥ መረጃን ለመሰብሰብ ሰነድ ማሰጠት ነው።

መረጃው ለጥናት አላማ ብቻ የሚውል በመሆኑ የምትሰጡት መረጃ የጥናት አቅጣጫ የሚመራ ስለሆነ የእርስዎ ክክለኛ ምላሽ ትልቅ ጠቀሜታ ሆኖ ገንዘብ ወይንም ጥንቃቄና በታማኝነት እንዲመልሱ በትህትና እጠይቃለሁ።

በአይነት ልዩነት ማረጋገጫ የሚሞላ ቃለ መጠይቅ

1 በትምህርት ቤቱ ውስጥ ለአንተ/አንቺ ምን ዓይነት የመማሪያ ቁሳቁሶች አሉ?

2 በት / ቤት ውስጥ ያሉ የመማሪያ ቁሳቁሶች ለአንተ/አንቺ ተስማሚ ነታቸው/ምቹ ነታቸው ምን ይመስላል?

3 በትምህርት ቤት ውስጥ ያሉ የመማሪያ ቁሳቁሶች በቂ ነት እንዴት ነው?

4 በቤተ-መጽሐፍት ውስጥ የኮምፕዩተር፣ የኤሌክትሮኒክስ እንባቢ መሣሪያዎች እና የንግግር ካልኩሌተር አሉ? ከሌሉ እንዴት ጠቀማላችሁ?

5 በቤተ-መጽሐፍት ውስጥ የእርስዎ የትምህርት ፍላጎት ለመደገፍ የሚያግዙ ግብአቶች በሚገባ የተሟሉ ይመስልሃል/ሻል?
ያሉ ግብአቶችን አብራሩ/ሪ

- 6 የትምህርት አስጣጥስ-ዘዴና የማስተማሪያ መጽሀፍት እና ትምህርት ቤቅ ለሥራ ለማድረግ ምን ዓይነት ስራ ይገባል? አዎ/አይደለም/ ከሆነ ምክንያቱን አብራራ/አብራራ
- 7 ለማስተማር ሂደት መምህራን ተጨባጭ (አጋዥ) መርጃ መሳሪያዎችን የመጠቀም ሂደታቸው ምን ዓይነት መስለል?
- 8 በፈተና ወቅት መምህራን ምን ዓይነት ድጋፍ ያደርጉላችኋል?
- 9 በትምህርት ቤት ውስጥ የምክር አገልግሎት የምታገኙት ከማንነው? የተለየ የምክር አገልግሎት ይሰጧችኋል?
- 10 በትምህርት ቤት ካላባላ ላይ ለአንተ/አንቺ እንቅስቃሴ ተግዳሮት የሚሆኑ ነገሮች ምን ድንገቶች ናቸው?
- 11 በትምህርት ቤት የመንቀሳቀስ ሎታ ለማዳበር እና የአካባቢውን ሁኔታ ለማወቅ ድጋፍ ይደረግላችኋል? በማን እና ምን ዓይነት ድጋፍ ይደረግላችኋል?
- 12 ከላይ ከተገለጸው ውጭ በት/ቤቱ ምን ዓይነት የትምህርት አገልግሎት ደገፍ ይደረግላችሁ?
- 13 በት/ቤታቸው የትምህርት አገልግሎት ደገፍ ለመድረግ ተግዳሮቶቹ ምን ድንገቶች ናቸው? እንዴት መቅረፍ ይቻላል?

አባሪላ

በአስተማሪዎች የሚሞላ ቃለ መጠይቅ

- 1 ለአይናስ ወራን ተማሪዎች በትምህርት ቤት ውስጥ ምን ዓይነት የመማሪያና የማስተማሪያ ቁሳቁሶች አሉ?
- 2 ለአይናስ ወራን ተማሪዎች በት/ቤት ውስጥ ያሉ የመማሪያ ቁሳቁሶች ተስማሚነታቸው/ምቹነታቸው ምን ዓይነት መስለል?
- 3 በትምህርት ቤት ውስጥ ያለው የትምህርት ግብዓት ለአይናስ ወራን ተማሪዎች ለመደገፍ ከበቂነት አንጻር አንዴት የይታል?
- 4 በትምህርት ቤት ያለው ተ-መጽሐፍት ውስጥ ለአይናስ ወራን የሚሆኑ ግብዓቶች ካሉ ይዘርዝሩ
- 5 በትምህርት ቤት ያለው ቤተ መጻሕፍት ግብዓት ለአይናስ ወራን ተማሪዎች ተደራሽነት ምን ዓይነት መስለል ?
- 6 በመምህራን የሚዘጋጁ የትምህርት ዕቅዶች አይናስ ወራን ተማሪዎችን በምን መልኩ እንዲያመክሉ ይደረጋል?
- 7 መምህራን አይናስ ወራን ተማሪዎችን ለማስተማር ምን ዓይነት ሰነድ ዘዴ ይጠቀማሉ?
- 8 መምህራን አይናስ ወራን ተማሪዎችን ለማስተማር ምን ዓይነት ተጨባጭ ቁሳቁሶችን/መርጃ መሳሪያዎችን ይጠቀማሉ?
- 9 ለአይናስ ወራን ተማሪዎች በፈተና ወቅት ምን ዓይነት ድጋፍ ይደረግላቸዋል?
- 10 አይናስ ወራን ተማሪዎች ምን ዓይነት የተለየ የምክር አገልግሎት ያገኛሉ? የሚያገኙት ከማንነው?

11 በትምህርት ቤትና አካባቢው ላይ ለአይነት ውራንተማሪዎች እንቅስቃሴ ተግዳሮት የሚሆኑ ነገሮች ምን ድንገቶች ናቸው?

12 አይነት ውራንተማሪዎች በትምህርት ቤት የመንቀሳቀስ ሎታ ለማዳበር እና የአካባቢውን ሁኔታ ለማወቅ ድጋፍ ያሟሰጥባለሙ ያለ? በማን እና ምን አይነት ድጋፍ ይደረግላቸዋል?

13 በትምህርት ቤት ውስጥ አይነት ውራንተማሪዎችን የሚደገፉ መምህራን ከሙያና ከስልጠና አንጻር እንዴት ናቸው ?

14 ከላይ ከተገለጸ ውጭ ለአይነት ውራንተማሪዎች በት/ቤቱ እና በመምህራን ምን አይነት የትምህርት አገልግሎት ድጋፍ ይደረግላቸዋል?

15 በት/ቤት ያለ አይነት ውራንተማሪዎች የትምህርት አገልግሎት ድጋፍ ለማድረግ ተግዳሮቶቹ ምን ድንገቶች ናቸው? እንዴት መቅረፍ ይቻላል?

አባሪሐ

በትም / ቤቱ ርዕሰ መምህር እና በልዩ ፍላጎት ባለሙያ የሚሞላ ቃለ መጠይቅ

1 ለአይነት ውራንተማሪዎች በትምህርት ቤት ውስጥ ምን አይነት የመማሪያና የመስተመሪያ ቁሳቁሶች አሉ?

2 ለአይነት ውራንተማሪዎች በት / ቤት ውስጥ የሉ የመማሪያ ቁሳቁሶች ተስማሚ ነቶቸው/ ምቹ ነቶቸው ምን ይመስላል?

3 በትምህርት ቤት ያለው የትምህርት ባለአይነት ውራንተማሪዎች ለመደገፍ ከበቂ ነት አንጻር እንዴት የዩታል?

4 በትምህርት ቤት ያለው ተ-መጽሐፍት ውስጥ ለአይነት ውራንተማሪዎች ግብዓት ከሉ ይዘርዘሩ

5 በትምህርት ቤት ያለው ቤተ መጻሕፍት ግብት ለአይነት ውራንተማሪዎች ተደረሽ ነት ምን ይመስላል ?

6. በመምህራን የሚዘገጁ የትምህርት ዕቅዶች አይነት ውራንተማሪዎች በምን መልኩ እንደ ያመከሉ ይደራገዳል?

7 መምህራን አይነት ውራንተማሪዎችን ለማስተማር ምን ዓይነት ስነ-ዘዴ ይጠቀማሉ?

8 መምህራን አይነት ውራንተማሪዎችን ለመስተመር ምን አይነት ቤተ-ጭቁሳቁሶችን/ መርጃ መሳሪያ ይጠቀማሉ?

9 አይነት ውራንተማሪዎች በት/ቤቶች የተጻፉ ሁፎችንና መጽሐፍት እንዴት / በምን መልኩ የነበሉ?

