

# **Policy and Provision for Students with Disabilities in Higher Education**

*The Ethiopian Case*

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## **ABSTRACT**

The purpose of this study is to examine the current state of policy and provision for students with disabilities in higher education in Ethiopia. It further aims at exploring the prevalence of students with disabilities in the Ethiopian higher education institutions.

A mixed-method design was used and it comprised of two sub-studies. These are a survey conducted in private and public higher education institutions in Ethiopia and an interview study in two purposefully selected universities. A questionnaire was developed as data collection instrument in the survey. The Survey was further elaborated by the interview study.

Criterion sampling and stratified random sampling were used to select fifty institutions out of hundred thirty three as sample group of the survey study. On the other hand, Addis Ababa University and Bahirdar University were selected to be subjects of the interview study by using purposeful sampling.

The data obtained by questionnaire was presented and analyzed quantitatively by using descriptive statistics. On the other hand, the data obtained by interview was presented and analyzed qualitatively interims of categories and sub-categories by using Constant Comparative Analysis.

Findings of the study showed that Ethiopian institutions do not have any explicit policy for students with disabilities. Similarly, the available provision for students with disabilities, if any, is negligible. The prevalence of students with disabilities also remains extremely low in public institutions and almost non-existent in private institutions. Based on the findings, recommendations were made for improving the situation of students with disabilities in the Ethiopian institutions. The recommendations are directed to policy makers, higher education institutions, educationalists and future researchers.



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## LIST OF ABBREVIATIONS

AAU	Addis Ababa University
BDU	Bahirdar University
CD ROMS	Compact Discs
EFA	Education for All
EMIS	Education Management Information Systems
ESDP	Education Sector Development Program
ETP	Education and Training Policy
HERQA	Higher Education Relevance and Quality Agency
ILO	International Labour Organization
MDGs	Millennium Development Goals
MOE	Ministry of Education
MOLSA	Ministry of Labour and Social Affairs
NCD	National Centre on Disability
NCES	National Centre for Educational Statistics
OSERS	Office of Special Education and Rehabilitation Services
SMD	Social Model of Disability
TVET	Technical and Vocational Education and Training
UDL	Universal Design of Learning
UiO	University of Oslo
UNESCO	United Nations Scientific and Cultural Organization
VIS	Visually Impaired Students
WHO	World Health Organization



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## 1. INTRODUCTION

Very few students with disabilities receive higher education in Ethiopia. As long as higher education was the preserve of privileged minority, the absence of students with disabilities was little noticed. However, recent growth in higher education, encompassing one third or more of the age cohort in many countries, combined with the improved educational opportunities for students with disabilities, increases attention on the disparity in higher education. (UNESCO, 1999)

Education is the key to sustaining economic growth and reducing poverty. Accordingly, the Ethiopian government is committed to achieve the Millennium Development Goals (MDGs) and Education For All (EFA). The main focus is on providing primary Education of good quality for all citizens by 2015. The Ethiopian Constitution accepts the international declaration and conventions, and states education as a human right. Similarly, the Ethiopian Education and Training Policy (ETP), and the Education Sector Development Programs (ESDP) direct implementation and development towards Education For All. (MOE, 2006)

In the absence of comprehensive research findings in the area of disability in Ethiopia in general, and disability in the Ethiopian higher education institutions in particular, this study has sought to investigate the current state of policy and provision for students with disabilities. It is initiated by the findings of two large scale international survey studies. One is the survey study on 'The Experiences of Students with Disabilities at English Speaking Universities in Africa' (UNESCO, 1997) and the other is the survey study on 'Provision for Students with Disabilities in Higher Education' (UNESCO, 1999), this was conducted in more than fifty countries all over the World. In both studies Addis Ababa University (AAU), which is the largest and oldest university in Ethiopia, was taken in to the sample group and both studies showed that Addis Ababa University did not have any policy statement referring to students with disabilities and the provision available for this group of students was

very insignificant. Accordingly, the present study will explore the current state of policy and provision for students with disabilities in the Ethiopian higher institutions.

## 1.1 Background of the Study

This study examines the current state of policy and provision for students with disabilities in the Ethiopian higher education. Accordingly, this section will discuss the contextual, theoretical and practical backgrounds of the study.

### 1.1.1 Ethiopian Country Profile

Ethiopia is strategically located in Northeast Africa, approximately between latitude 43<sup>0</sup>N and 15<sup>0</sup> N and longitude 33<sup>0</sup> N and 48<sup>0</sup>E. The territory of Ethiopia covers about 1,133,700 (1.14millions) square kilometres. Five East African countries border Ethiopia. It shares a long borderline in the West and Northwest with the Sudan, in the North with the Eritrea and in the South with Kenya, in the East and Southeast with Somalia and in the East with Djibouti.

Ethiopia is the second most populous country in Africa with a population of about 77 million people. Poverty in Ethiopia affects the majority of the population. Over 60 million (81%) live below a poverty line of \$2 a day; 31 million live on less than a half dollar a day; and each year around 10 million people are at risk of starvation. In 2003, it was estimated that there are over five million children, adults and elderly persons with disabilities in Ethiopia, representing more than 7.6 percent of the total population. People with disabilities in Ethiopia are poorest of the poor. (Department for International Development, 2008)

There are many reasons for the low development ranking and the poverty of the country. The population of Ethiopia has suffered from three decades of war including the most recent border war with Ethiopia, 1998-2001, which displaced hundreds of thousands of people from the border areas, and left an estimated 20,000 soldiers and civilians disabled. The country also suffered from economic mismanagement under

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the socialist regime, in power from 1978-1991. Additionally, Ethiopia suffers from cyclical drought that often produces famines, the worst being 1984-1985. (ILO, 2004)

The commitment made by the current government of Ethiopia towards reducing poverty is starting to have results; an impressive achievement given the rapid growth of the population. But, despite signs of progress, Ethiopia remains unlikely to meet any of the Millennium Development Goal targets by 2015. If it is to have any chance of doing so, there will need to be a significant increase in economic growth, together with substantial assistance from donors. (Department for International Development, 2008)

**People with Disabilities in Ethiopia:** In Ethiopia constitute more than 10% of the total population. Despite counting to a large proportion of the total population, they have been discriminated and secluded from the social, economical and political opportunities. However, the present government has started to consider the needs of this group of the society at a national level; better than ever before.

ILO Convention concerning vocational rehabilitation and employment (Disabled Persons) No. 159 (1983) was ratified by Ethiopia in 1991. Subsequently, the government has introduced several legislative and policy majors in relation to providing various opportunities for persons with disabilities. In 1994, a proclamation concerning the right of persons with disabilities to employment was adopted, prohibiting discrimination of people with disabilities. The Federal Civil Servant Proclamation 2002 provides for special treatment in the selection of persons with disabilities for vacancies. However, this provision is applicable to government offices only. (ILO, 2004)

Unlike previous one, the new constitution of the Federal Democratic Republic of Ethiopia (1995) addresses disability issues in wider areas. It refers more to the obligation of the State to support persons with disabilities, than to the promotion of opportunities for persons with disabilities. A disability-oriented 'Developmental and

Social Welfare Policy’ was prepared in 1997, while a ‘National Program of Action for Rehabilitation of Persons with Disabilities’ was formulated in 1999. (ILO, 2004)

Implementation of the ‘National Program of Action’ and of ‘The Proclamation’ concerning the rights of persons with disabilities to various opportunities remains essential for the effective integration and equal participation of people with disabilities. In addition, the revision of the ‘Labour Laws’ in March 2004 may be an opportunity to further the promotion of prospects for people with disabilities in Ethiopia. (ILO, 2004)

**The Education Structure of Ethiopia:** a detailed analysis of the origin and development of Ethiopian education may not serve the purpose of this study. However, the investigator would like to offer a brief glance at the structure of the current education system, which can serve as background information to understand the problems of quantitative expansion and qualitative improvement.

In Ethiopia, education is free from primary through university level and is compulsory on the primary level for pupils between the ages of seven and 13 years of age. Thereafter, further education is a question of access to facilities. Whereas a profusion of primary schools are scattered across the countryside; secondary facilities are found only in larger urban areas. Consequently, enrolments decline drastically from the primary to the secondary level, and secondary facilities are severely overtaxed.

The Education and Training Policy implemented in 1994 restructured the education system with the goal of improving the quality of education, although results have been mixed. Accordingly, the structure was changed from 6+2+4+, to 4+4+2+2+; that is, 8 years of primary education from year 1 to 8, and subdivided in to two cycles: First cycle (basic education) from grade 1 to 4, and second cycle (general education) – from grade 5 to 8; and 4 years of secondary education that is, again, subdivided in to two cycles: General secondary education for grade 9 and 10. After 10th grade, students are separated into university-bound candidates, who receive concentrated

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academic instruction, and those who receive commercial, polytechnic, teacher, or other professional training. (Ashcroft, 2006)

According to United Nations estimates for 2000–2001, 47 percent of children in the appropriate age-group attended primary school. Attendance among girls, at 41 percent, lagged significantly behind boys, at 53 percent. At the secondary level, only 13 percent of children in the appropriate age-group attended (15 percent of boys, 10 percent of girls). In 2001, according to the World Bank, education spending was equivalent to 4.8 percent of gross domestic product. In 2002, UNESCO estimated that only 41.5 percent of adults (49.2 percent male, 33.8 percent female) were literate. (Ashcroft, 2006)

**The Higher Education Sector:** Modern higher education began with the founding of the University College of Addis Ababa on March 20, 1950. The University College had less than 1,000 students and less than 50 teachers in the late 1950s. The College of Agriculture and Mechanical Arts, College of Engineering in Addis Ababa, Institute of Building Technology, Gonder Public Health College, Theology College of Holy Trinity, Kotebe College of Teacher Education, and the Polytechnic Institute at Bahirdar were opened in the 1960s. In 1961, most colleges in the country were reorganized under the Haileselassie I University. With the beginning of a socialist revolution in 1974, the name of the University was changed to Addis Ababa University. (Solomon, 2006)

If a higher education system is defined as a set of interrelated institutions each with its own function within the system, each with its own goals, each of which makes a particular contribution to the functioning of the country and to the institutions, at the present time it could be said that like Mozambique before its reform of higher education in 2001, Ethiopia has a collection of institutions rather than a system (Damtew, 2006). The lack of a systematic higher education program is the result of a deficiency of definition and differentiation amongst the individual higher education institutions as to their particular mission and part to play in the country's development. Many of the present institutions have remarkably similar programs of

study, offer much the same mix of qualifications, and undertake limited and non specialized research and consultancy. This similarity appears to be growing rather than diminishing over time. One exception is AAU which offers a wider set of programs, especially at post graduate level and offers some assistance to other universities in matters such as curriculum development. However, AAU has not risen to the challenge represented by its place as the premier university in Ethiopia (Ashcroft, 2006).

This is not to say that there has not been considerable development with in higher education in Ethiopia. Ethiopia's higher education system has grown in the last decade, from two universities, to eight in 2005 and in 2006/07 expanded to 22 with the opening of 13 new higher education institutions and one Open University. And soon it will expand more with the opening of other twelve universities in 2009. A significant number of teachers teaching institutions and colleges, technical and vocational education and training institutions have been opened recently. The proportion of private higher education institutions has expanded more than expected.

Higher education enrolment has expanded rapidly from 9,067 for both diploma and degree students in higher education institutions in 1999/00 to 31,997 in degree programs alone in 2004/5. The total enrolment has increased from 42,132 to 172,111 in the same period. The Education Development Sector Plan 3(ESDP3) states that with the opening of 13 more higher education institutions, the intake to government higher education institution is expected to reach 111,000 for undergraduate and 26,000 for postgraduate students during the planning period to 2010/11. It is expected that private higher education institutions intake capacity shall increase to 45,000. However, Ethiopia's gross enrolment figure remains low by world standards at 1.5%. (Ashcroft, 2006)

Ethiopia now hosts more than 90 private colleges which enrol about a quarter of the all students. Most of these institutions are based in the capital, Addis Ababa, with a few branch campuses in major towns. Virtually all of these institutions were established in the last half decade. While a closer analysis is warranted the enrolment

rate appears to have been climbing rapidly for several years; but now the pace has moderated, and in a few cases a decline has been reported. (Damtew, 2006)

All private institutions operate under the direct supervision of the national, regional and sub regional educational offices across which accreditation authority is distributed. All private institutions are required to register and become pre accredited before they start operation. Once the institution receives a peer reviewed pre-accredited status and operates for one year, it normally receives full accreditation. An institution is evaluated every two years and only a few institutions accreditation has been revoked. (Damtew, 2006)

### **1.1.2 Statement of the Problem**

In recent times, higher education providers have attempted to offer structures to improve the learning opportunities of students with disabilities. There are numerous examples from tertiary Education providers world-wide that acknowledge a change in the way the academic community views disability and the disabled student. Many of these changes are continuing to evolve. (Adams & Brown, 2006)

Some countries in Africa have made progress in introducing disability related legislation, but many of these laws have not yet been implemented. In other African countries, existing national laws need to be reviewed in order to achieve equalization of opportunities for persons with disabilities. Improving legislations and implementation strategies has been identified as one of the main issues to be addressed in the 'African Decade of Disabled Persons 1999-2009'. (ILO, 2004)

In Ethiopia, which is the main target of this study, the cause of disability is wrongly perceived as: a) a curse; b) a consequence of a sin or wrong doing or evil deeds by parents, ancestors, and the persons with disabilities themselves or supernatural presence (Tirusew, 2004: 2006). Such thinking can predominantly be ascribed to the traditional (moral) model which associates disability with sin, shame and feeling of guilt (Tirusew, 2006). This is historically the oldest model resulting in general social

rejection and ostracism, generating a feeling of self hatred, dependency and hopelessness (Kaplan, 2004).

Ethiopia has come a long way in the 'Education For All' process; however, there is still a gap in providing access to all children and actualizing special needs education. The main barriers to learning are lack of knowledge about diversity, rigid and poor teaching methods, inconvenient learning environment, lack of identification processes, inadequate assessment procedures. As a result, schools and teachers find it difficult to accommodate students with special educational needs, and compel them to adapt to the school, in steady of adapting to the need of the Students. (MOE, 2006)

Similarly, a study on 'The Development of Special Needs Education in Ethiopia' by Chernet and Endrerud (2004) showed that despite the large number of people with disabilities, the provision of special education and other services is extremely limited. The development of special needs education is very slow and many children with disabilities are still kept away from schools and other services. The erroneous understanding of disability and its association with moral wrong doing forces parents to hide their children with disability at home, to be ashamed of them and to undermine the child's potential to learn and lead an independent life (Tirusew, 2006). According to the study by Chernet and Endrerud (2004), the activities going on now are showing positive development of special needs education although there are still so many challenges.

Meanwhile, Tigabu (1997) indicated that the proportion of persons with disabilities with access to education and other support services in Ethiopia is estimated to be less than 1%. On the other hand, according to a survey made by IER (Institute of Educational Research) (1995), out of all persons with disabilities only 17% stated that they had received some kind of support either in the form of money or other. Hence almost 83% of persons with disabilities had received no support because of their disabilities (Savolainen, 1996). Also, the report of Educational Management Information Systems (EMIS) (1997) indicated that only a little over 2300 people with disabilities, out of the three million estimated by WHO have access to some form of



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educational services. The report further showed that such services are organized in the traditional method of welfare conceptions, segregated setting and protective environment.

In line with international declarations, conventions and policies, the *Constitution of the Federal Democratic Republic of Ethiopia* (1994) urges all Ethiopian to have access to public health and education and emphasizes the need to allocate resources and provide assistance to disadvantaged groups (Art. 41 and 91):

*The State shall, with its available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled. (Art. 41, p.5)*

Additionally, the ILO (2004) report showed that the social welfare policy of Ethiopia developed in 1997, specifically targets people with disabilities and sets out to safeguard their rights and to promote opportunities for vocational rehabilitation. Similarly, the *Education and Training Policy* (1994 & 2002) requires expansion of basic quality education and training for all, and the development of physical and mental potential and problem-solving capacity of individuals, including those of children and youth with special needs, in accordance with their potentials and needs. According to the policy disadvantaged groups will receive special support in education. (Adugna & Lehtomaki, 2006)

Subsequently, to reduce the existing gap and to actualize Education for All, the Ministry of Education has developed a strategy for Special needs education. The final goal of the strategy is to ensure access and quality education for marginalized children and students with special educational needs in all regions of Ethiopia. (MOE, 2006)

Secular Higher Education in Ethiopia is only a phenomenon of the 21st century. It was initiated with the founding of the University College of Addis Ababa in 1950. However, recently the Government of Ethiopia has given due attention to the Sector.

A study on the development of higher education in Ethiopia by the World Bank (2003) reported,

*Ethiopia is currently engaged in a highly ambitious effort to realign its higher education System in order to contribute more directly to its national Strategy and poverty reduction. As a result of an aggressive expansion policy designed to raise the country's miniscule tertiary enrolment ratio to a more respectable level total enrolment has more than doubled from 39,576 in 1996/97 to 91,834 in 2001/2002. (p.6)*

With this increase in enrolment to higher education, a relatively significant number of students with disabilities are also joining higher education institutions. In the research report on disabled students at English speaking universities in Africa by UNESCO (1997), it is stated that the provision of special education has improved for disabled children and youth in African countries during the past decade, more options for studies are being offered. According to this study, although quite a number of disabled students enrol in universities, there seem to be a lack of appropriate action in providing equal opportunities for them. The study concluded that tertiary level institutions in Africa are not well prepared to accommodate students with disabilities.

One of the universities in Ethiopia, Addis Ababa University (AAU), was included in the UNESCO (1997) study and another similar study by UNESCO (1999) on the provision for students with disabilities in higher education. According to the findings of both studies, AAU did not have any distinct policy with regard to students with disabilities. Specifically, the UNESCO (1999) study showed that there were 177 disabled students in the University and, newly enrolled student with disabilities are given personal orientation to university life. Additionally, the UNESCO (1999) study showed that with regard to admission procedure the university was following an affirmative action for disabled students. Thus, According to the above two UNESCO studies students with disabilities in AAU had some provisions. But these provisions were very minimal.

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Based on the above premises, this study is mainly intended to examine and describe the current state of policy and provision for students with disabilities in the Ethiopian higher education institutions. This study is informed by the Social Model of Disability (Oliver, 1990), the Universal Design for Learning (Aslaksen et. al, 1997), and the various United Nations conventions, policies and declarations on people with disabilities.

### **1.1.3 Definition of Key Terms in the Ethiopian Higher Education Trend**

**Higher Education:** Education offered to students who attend programs leading to the award of:

- Diploma
- First Degree
- Second Degree or Medical Specialty
- Doctoral (PH.D) degree

**Institution:** Private and/or public higher education institution

**Private Institution:** A higher education institution with an official permission from the Ministry of Education and providing higher education services and established by one or more individual owners or by non-profit making associations.

**Public Institution:** A higher education institution whose budget is allocated by the federal government or regional government, as the case may be; and providing higher education services.

**Institutional Head/Leader:** As the case may be:

- University President /Vice President/Program officer
- University-college president/vice president/program officer
- College dean/vice dean/ program officer
- Institute director/dean/vice director/program officer

**Government:** The Government of the Federal Democratic Republic of Ethiopia

**Accreditation:** Refers to the process of Evaluating and licensing higher education institutions in Ethiopia based on the general standards set by the Ethiopian Ministry of Education.

## 1.2 Purpose and Research Questions of the Study

This study aimed to explore the current state of policy and provision for students with disabilities in Ethiopian higher education Institutions. Besides, the study examined the differences and similarities between private and public higher education institutions practice in relation to accommodating students with disabilities. It further sought to understand how policy and provision for students with disabilities in the institutions were influencing and/or influenced by other institutional priorities.

Accordingly, the following research questions have been formulated:

- What is the current state of policy and provision for students with disabilities in the Ethiopian higher education institutions?
  - Are there policies pertaining to students with disabilities in Ethiopian higher education institutions?
  - Is the institutions' community aware of the policies?
  - Is there any unit that is responsible for the implementation of the policies?
  - What are the challenges? As presented by officials.
  - Are there differences among institutions in addressing issues pertaining to students with disabilities?
  - Is there any difference between public and private higher education institutions in relation to accommodating students with disabilities?
- What is the Prevalence of students with disabilities in Ethiopian higher education institutions?

### 1.3 Significance of the Study

This survey study will be important to:

- Show the over all situation of students with disabilities in the Ethiopian higher education institutions for policy makers, researchers, educators and the students themselves.
- Sensitize Ethiopian institutions and encourage them to take action to accommodate students with disabilities.
- Facilitate and encourage information exchange among the Ethiopian higher education institutions on the development of their policies and practices in connection to accommodating students with disabilities.
- Serve as a background to other large scale studies on students with disabilities in the Ethiopian higher education institutions.



## **2. REVIEW OF RELATED LITERATURE**

This chapter deals with the theoretical framework of the study, which investigate the current policy and provision for students with disabilities internationally and in Ethiopian higher education institutions. An overview of former studies in the field, principles, theories and practices are presented in major headings as follows.

### **2.1 Accommodating Students with Disabilities in Higher Education**

A series of international reports estimate that at least one in every ten children is born with or acquires a serious impairment (Hegarty, 2000). Disability occurs in every population in every country. However, disability is not only a question of physical or mental status from childhood but may occur to any one by accident, illness or conflict during life time. (UNESCO, 1997)

Until recently, people with disabilities were excluded from higher education. In many parts of the world, this is still the case and where institutions of higher education purport to provide equal access and reasonable accommodation, students with disabilities still face discriminatory policies and practices. Too little is known about the state of international higher education for people with disabilities. (Teachability, 2002)

The purpose of this section is to highlight the situation of people with disabilities in postsecondary education and briefly discuss the pressing issues related to this group of students. This helps to show the theoretical significance of the study on policy and provision for students with disabilities in the Ethiopian higher education institutions.

### **2.1.1 People with Disabilities and Postsecondary Education**

Higher Education is changing! One important change is the growing diversity of students; disability is part of that diversity. Much has changed over recent years with regard to disability and higher education world wide. Until 1990's, Most universities in the world were virtually inaccessible to students with disabilities and staff (Gilmore, Bose & Hart, 2001). Disability and related issues were perceived almost exclusively as individualistic medical problems and the exclusive preserve of university based medical schools and those involved in the education and training of what referred to as 'professionals allied to medicine' (Brinkerhoff ,1994). However as we move ever further in to the 21<sup>st</sup> century there are more students with disabilities and more support service for students with particular access need and disability is increasingly regarded as a socio-political issue by many social scientists and researchers (Thurlow, 2001).

For nearly two decades, relatively significant changes have been reported by many countries of the world regarding the practices by which students with disabilities are prepared for post-school success, including their preparation for college or university. Among the positive results for students with disabilities are (NCSPEs, 2002; OSERS, 2000): The percentage of students with disabilities graduating from high school with a diploma has risen steadily in recent years; the percentage of adults with disabilities who report completing high school increased significantly between 1986 and 2000; and the number of students with disabilities dropping out of high school has began to decrease.

Nevertheless, students with disabilities continue to lag behind their cohorts with out disabilities in terms of post-secondary academic preparedness. For instance, the US department of Education's 21<sup>st</sup> annual report to congress on the implementation of the higher education act reported that a smaller percent of students with disabilities graduated with high school diplomas from 1996 to 1998, compared to students with out disabilities (US DOE, 1999). Furthermore, (NCSPEs, 2002) indicated that youths with disabilities drop out of high school at twice the rate of their peers with out



disabilities; at present time, fully most of all high school dropouts have some kind of disability (US DOE, 1999); when ranked according to how qualified they were for college admission, students with disabilities were 'much less likely to be even minimally qualified' based on an index score of grades and class rank (NCES, 1999).

### **2.1.2 Issues for Postsecondary Students with Disabilities**

Barriers exist for people with disabilities in both secondary and postsecondary educational settings as well as in the provision of government funded support services in almost all countries of the world. Progress has often been very slow, hindered by social, economical and pedagogical obstacles. There has been consistent but limited progress over the past decade for youths with disabilities (Kiernan, 2002).

Current practices continue to hinder the progress of students with disabilities as they seek to access, persist in and complete their education in secondary and post secondary settings. According to Yuen (2003) the problems include: discrepancies in service delivery modules and terminologies; lack of interagency collaboration, and inadequate funding for resources and staff development. Ultimately, student employment opportunities are also limited. To give more light in to the topic, some of the most significant issues currently affecting the achievement of youth's with disabilities in postsecondary education worldwide are briefly discussed below.

**Issues of Access to Postsecondary Education:** Education is a key factor in achieving employment and thus an enhanced quality of life for people with disabilities. The right of entry or access, which is defined in the 1996 Oxford dictionary as the 'right or opportunity to reach, enter, or visit' to postsecondary education is hindered with barriers for youth with disabilities. According to Gajar (1998) one of the problematic areas encompassed is preparation for and transition to postsecondary education programs. Wonacott (2002) added that with out access to higher education, youth with disabilities find restricted opportunities for meaningful employment and are therefore denied the higher standard of living that greater number of their non-disabled peers enjoys.

Students with disabilities are often not active participants in the decision making process around the determination of their support (Abery & Stancliffe, 1996). They often leave secondary school with out advocacy skills and with out knowledge of the impact that their disability has up on their learning or of the related modes of assistance which can help mitigate this impact (Thomas, 2000). Furthermore, they are with out an understanding of how to negotiate postsecondary settings, where the focus is on providing 'reasonable accommodations' rather than on detailing services focused up on meeting individual needs (Stodden , Conway, and Chang, 2003; NCSPEs,2002). Therefore, students with disabilities are leaving the secondary education setting with out the essential skills of access to higher education: self-determination and self advocacy.

**Issues of Students Progress in Postsecondary Education:** This section addresses issues in the performance, persistence and retention of people with disability in postsecondary education. Statistic show that the retention rates in postsecondary education among students with disabilities has been considerably low world-wide (Stodden, 2001). Part of the overall reason for lack of retention is the limited attention given by academic institutions to the needs of people with disabilities during their participation in higher education. Substantiating this Whelley (2002) said that critical to the success of these students are factors that influence their general aptitude.

Full student participation is critical for the progress and achievement in postsecondary education. Yuen (2003) explained that factors affecting persistence and retention are generally tantamount to students' vulnerability in their transition, failure, cessation, and early suspension in their attendance in higher education. Addressing issues of performance, persistence and retention is vital to the empowerment of students with disabilities in completing their postsecondary education. According to Rosenfeld (2002) currently, responsibility for the provision of assistance to students with disabilities at the postsecondary level is much less clear and unequivocally defined. Resources in higher education institutions are often

inadequate, leaving disability service units in the position of having to make decisions based up on budgetary considerations rather than up on proven effectiveness (NCSPEs, 2000). Moreover, in almost all countries and specifically in the developing countries there are no current mandates regarding what kinds of accommodation should be provided, where and by whom, and no minimum standards of support provision. As a consequence, institutional drawbacks have a major impact on the quality of performance in the progress and achievement of people with disabilities.

**Participation:** For most students, participation in postsecondary education is not limited to being physically present in a lecture hall. Substantiating this Stodden (2001) said that it is the possibility to ask questions, to discuss ideas with classmates, to have a critical conversation with professors about papers, to reflect up on readings, to explore the library, to have access to information in accessible format at the same time as their non-disabled classmates, to work on a research project, to have coffee with friends, to participate at campus social and cultural events, and really take part in the college experience having gained knowledge about, and insight in to, a wide variety of human experience and disciplines. Most critically it is about being able to do those things with out the kind of hardship that go beyond that of the typical student during the postsecondary educational year. In many ways, these concerns become stumbling blocks to the pursuit of higher education as one would expect, problems arisen when there are institutional inadequacies in providing services that would accommodate students with disabilities

**Persistence and Retention:** Another critical issue in the achievement of students with disabilities in postsecondary education depends on their ability to keep abreast of their classmates. The concept of retention and persistence is based on continued student attendance in school and consistent progress in class hours, declaration of a major, and their progression toward desired goals (Spiers & Hammette, 1995). Although the ultimate goal for many students is to complete higher education,

success becomes problematic when the basic infrastructure and service are limited or not available.

As discussed earlier, the lack of, or limited access to and availability of support is a major factor that eventually discourages or excludes many students with disability from continuing their schooling. For instance, a survey conducted in postsecondary institutions found in fifty countries all over the world revealed that equal access and reasonable accommodation are still an issue for individuals with disabilities attempting to persist in higher education, and often the most basic needs pertaining to their activities of daily living, including physical access, are unmet (Stodden et. al, 2001).

Several studies confirmed these findings of institutional inadequacies and found that most postsecondary institutions are not at part in assisting youth with disabilities (Stodden, Conway, & Chang, 2003; Whelley, Hart & Zaft, 2002).

A major problem encountered is the insufficient quantity of staff members handling huge caseloads to accommodate disabled students. In relation to this Gajar (1998) said that there are insufficient resources to serve the large number of youth with disabilities accessing postsecondary education that require case management assistance with their education and related support need.

Postsecondary educational institutions in almost all nations of the world often do not provide per capital funding for disability support services, so as increased number of youth with disabilities enter the various institutions, budgetary and faculty resources for support become scarce and impact decision. Another factor affecting persistence and retention is that faculty member and other academic personnel in postsecondary education setting are unaware of disability needs and supports. The limited awareness of the need of people with disabilities prevents staff members and other academic personnel from providing the most suitable approach to enhancing the access and ability of students to learn (HEATH, 1999).

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**Financial Aid Issues:** This section discusses issues most affecting students with disabilities in the area of postsecondary education and finances. And also concerns two main elements: cost and time.

The Cost of higher education in many countries is increasingly becoming very expensive and has in fact become too difficult for most students to handle without the obtaining financial aid in the form of scholarship, grants or loans. Substantiating this Wood & Test (2001) said that cost presents a major barrier to students with special needs in their quest to complete a postsecondary education. The cost of postsecondary education and various services and supports limit youth with disabilities access to advanced studies. Students with families of their own are also at risk because they may not be able to meet the added cost of raising their children along with educating themselves (Rosenfeld, 2002).

Time is a factor because the extended period necessary for some students with disabilities to complete their degree adversely affects the final cost of their education and delays the start of their wage earning years (Thrulow, 2001). The ability of many highly qualified students with disability to access and pursue their studies hinges on their ability to finance themselves through a completion of a degree in a college or university (Siegel & Sleeter, 1991). Time directly impacts and restricts students with disabilities access to many scholarships, loans, work study awards, and grants. Students with disabilities often need more time than typical students because full time schedules may be more than they can realistically tackle (Rosenfeld, 2002). Time also directly influences the cost and success of students with special need in the post secondary environment (Siegel & Sleeter, 1991).

Generally speaking, education for people with disabilities is more expensive than for students without disabilities and make existing inequalities between the non-disabled and students with disabilities greater. Many families and students perceive the cost of college to be an impossible obstacle. Increased information from postsecondary programs would provide more students with disabilities with opportunities to access financial aid. (NCD, 1995, p.140)

Compounding the problem of accessing financial aid is the reality that students with disabilities are often overloaded by financial obligations associated with their disability. According to Kiernan (2002) students and their families may be responsible for the acquisition and maintenance of special equipment, medical expenses not covered by insurance, transportation and salaries for aides ,special physician visits, personal care attendants, medications, nutritional supplements, special diets, healthcare- related travel, rehabilitation services, academic readers, sign language interpreters, tutors, captioning, hearing aids, special housing needs, consultation with educational psychologists, and assistive technology expense are examples of the added cost-barriers to the college experience.

**Issues of Interagency Collaboration and Postsecondary Education:** This section of the paper presents issues affecting students with disabilities in the area of interagency coordination in postsecondary education. As noted earlier in this paper, the provision of educational and related services and supports necessary for people with disabilities in postsecondary education remain fragmentary, marked by, as Thomas (2000) explained, inconsistencies across types of services from one provider to another, with each agency continuing to function independently, and often with out knowledge of the mission and philosophy of other agencies.

Significant progress in postsecondary education for people with disabilities has been accomplished through careful planning and collaborative efforts of students and service providers (Martin & Huber-marshall, 1995). However, many students still face the challenge of uncoordinated services as offered by various agencies and different funding sources. The dropout rate at the postsecondary level reflects the frustration experienced by people with disabilities attempting to coordinate and access services or programs that would expedite their accommodation (Miller, Lombard & Hazelkorn, 2000).

**Fragmentation and Inconsistencies in Service Provision:** Compared to secondary education settings, students with disabilities often experience a reduced level of disability services and accommodation in postsecondary education. Students often

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have to initiate and coordinate their own support services on campus with the help of faculty, librarians, counsellors, teaching assistants, and other staff members (Hatch, 1998). The lack of and/or limited assistance in negotiating paper work and eligibility requirements often lead to failure in accessing basic needed disability services (Burgstahler , Crwaford, & Acosta,2001). Moreover staff members in higher education may lack disability specific information and often fail to communicate ways of assisting students with disabilities.

When educational supports and related services overlap or contradict one another, important and needed assistance become confusing and inaccessible to students (Izzo, Hertzfeld, & Aaron, 2001). The lack of awareness of the many existing services hinders postsecondary students with disabilities in finding appropriate assistance given to their specific needs. In general, postsecondary students with disabilities, when compared to students with out disabilities, receive less financial aid and are unable to participate in assistance programs due to lack of awareness about the student service and other work incentive programs

**Differences in Service Emphasis:** Service provision begins and ends with providing a very specific accommodation in response to a very specific circumstance (Brinckeroff, 1994; Izzo et. al, 2001; Rosenfeld, 2002). However, postsecondary educational institutions and service agencies in most of the countries in the world are under no obligation whatsoever to identify or to access students with disabilities. Educational supports and services offered are often not well integrated with instruction in the classroom and are structured to focus up on the postsecondary institutions' own particular goals, mission, priorities, and particular programmatic need areas (NCSPEs, 2000).

The Absence of coordination of educational and related services and supports sends conflicting information to students with disabilities. They are forced to fit their needs in to an existing array of services across different agencies, thus often overlooking services essential to an individual student's needs (Kaye, 2000). Further, a lack of coordination among postsecondary administrators, disabilities service personnel, and

instructional faculty regarding accommodations, funding and assistive technologies during postsecondary education is very common (Gilmore, Bose, & Hart, 2001).

**Emerging areas of Need:** With in the major issues of access, participation and financial aid to students with disabilities, some common emerging needs are obvious. Foremost among these is the critical need for personnel in all instructional and disability related areas to be better prepared to provide support, services and accommodation at the postsecondary level, and at the preparation level leading to college or university (Gilmore, Bose , & Hart,2001). Also critical is the need for a comprehensive database regarding levels of access, persistence, and completion by people with disabilities in postsecondary education to better guide changes in policy and practice (Hatch, 1998).

Related to the issue of postsecondary training of personnel is the issue of the lack of higher education teachers and the insufficient teaching preparation college and university faculty receive (Frank, et.al, 1993). In order for students with disabilities to fully participate in, persist in, and complete a postsecondary education, those who are on the edge to be most influential to their success - their instructors, advisors and tutors must be better prepared to assist them.

## 2.2 International Declarations, Conventions and Policies

According to the United Nations (UN) estimates, there are more than 600 million persons with disabilities throughout the world, 70% of them in developing countries. Disability is caused by diseases, malnutrition, incorrect treatment or non-treatment, physical or mental violence and war, accidents due to inadequate protection at the work place and in traffic situations, and, increasing, age-related diseases. (MOE, 2006)

Today, we live in a world of constant change: everyday life demands an ever-increasing knowledge base and ability to master new technological and technical skills. Education and training are thus becoming more and more necessities and



therefore should be intrinsic rights of citizens. The basic interrelated ideas of education included or outlined in international policy documents, declarations, conventions, framework of actions, forums all confirm these rights to education:

**The Universal Declaration of Human Rights (1948):** States that everyone has the right of equal access to public services in general and education in particular, and establishes the principle of free basic compulsory education for citizens to support the full development of human personality, and to strengthen respect for human rights and fundamental freedoms.

**The Declaration on the Rights of Disabled Persons (1975):** Calls for international and national actions to ensure the rights of the disabled to all services, enable them to develop their capabilities and skills to the maximum possible, and hasten the process of their social integration or reintegration.

**The Convention on the Rights of the Child (1989):** Recognizes special needs. It establishes extended assistance, free basic education, and effective access to basic services, education, preparation for employment and recreation opportunities for children and youth with special needs in a manner conducive for the children and youths to achieve the fullest possible social integration and individual development.

**The World Declaration on Education for All , EFA (1990):** Emphasizes the inherent right of a child to a full cycle of primary education, equal access to education for all, including those with special needs, in the same setting; commitment to a child centred pedagogy where individual differences are accepted as a challenge and not as a problem; improvement of the quality of primary education as well as teachers education; recognition of the wide diversity of needs and patterns of development among primary school children's individual needs.

**The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993):** Recognizes the principle of equal primary, secondary and tertiary educational opportunities for children, young people and adults with special needs in an integrated setting; the education of persons with special needs as an integral part of

the education system. It establishes appropriate, adequate and accessible support services to accommodate educational provisions for persons with special needs in an inclusive setting.

**The Salamanca Framework for Action (1994):** Focuses on the right of all children including those with temporary and permanent needs for support and educational adjustment to attend schools in their home community in inclusive classes. Above all, it emphasizes the right of all children to participate in a quality education that is meaningful to all, at inclusive schools using a pedagogically sound learner-centred approach, to provide the enrichment and benefits that could be derived through implementation of inclusive education.

**The World Education Forum (2000):** This is about making the right to education a reality as it is enshrined in the 'Universal Declaration of Human Rights, 1948'. It is the extension of 'Education For All' movement.

**The UN Convention on the Rights of Persons with Disabilities (2007):** This Convention endeavours to elaborate in detail the rights of persons with disabilities and set out a code of implementation.

## 2.3 Social Model of Disability

The Social Model of Disability emerged in the 1960s (Hunt, 1966) and 1970s (UPIAS, 1977) by disabled activists challenging the control that the quasi medical and social service professions exerted over disabled people. It was through the work of Finkelstein (1980) and Oliver (1990) that the Social Model of Disability has established itself as an alternative in which disabled people can locate their experience of disability. According to the 'Social Model Disability', disability is created through a society, which does not fully take into account the needs of disabled people by imposing (Oliver, 1996):

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*...restriction ranging from individual prejudice to institutional discrimination, from inaccessible public buildings to unusable transports system, from segregated education to excluding work arrangements... (p.3)*

The social model of disability is a holistic interpretation developed by disabled people to show their position in society. It is attempting to collectivize and politicize disabled people into a single unit by establishing an identity for disabled people. Campbell and Oliver (1996) express the value of this interpretation when they state that the social model:

*...freed up disabled people's hearts and minds by offering an alternative conceptualization of the problem (p. 20)*

The social model highlights the areas in society where disabled people experience discrimination and provides an opportunity for disabled people to take collective action. By flagging up areas of discrimination, the social model is attempting to achieve for disabled people the same citizenship rights enjoyed by non-disabled people. The value of adopting this interpretation of disability is that it will help to identify the barriers that disabled students experience within the further educational environment. Accordingly, this model has been used as guiding philosophy for the present study for it establishes that everyone is equal and demonstrates that it is society which erects barriers that prevent people with disabilities participation and restricts their opportunities. In the following section the status of Ethiopian education system in relation to students with disabilities is discussed.

## 2.4 Review of Special Needs Education Development in Ethiopia

It is important to point out that education provides ways to decrease disadvantages and remove barriers of broader social inclusion. On the other hand, exclusion from education increases disadvantages and contributes to exclusion in society.

In Ethiopia, special needs education has been expanded during the last decade in the form of classes and units attached to government schools (Daniel, 2003). The existing special need education services require strengthening and further expansion, as described below.

#### **2.4.1 General Education (1-10)**

Currently, the Education and Training Policy has already created favourable conditions for the development of Special needs education. It has deliberately outlined the principles of special needs education by stating that all children including those with special needs learn in accordance with their full potentials and needs. (MOE, 2002)

According to MOE guideline (2001/02), *Educational management, organization, community participation and finance*, there should be a minimum of two Special needs education teachers for each school. Currently, there about 17,000 schools of general education (MOE, 2005). This means that there is a need for approximately 34,000 Special needs education teachers. However, as stated in MOE (2005) the number of trained teachers is not more than 400.

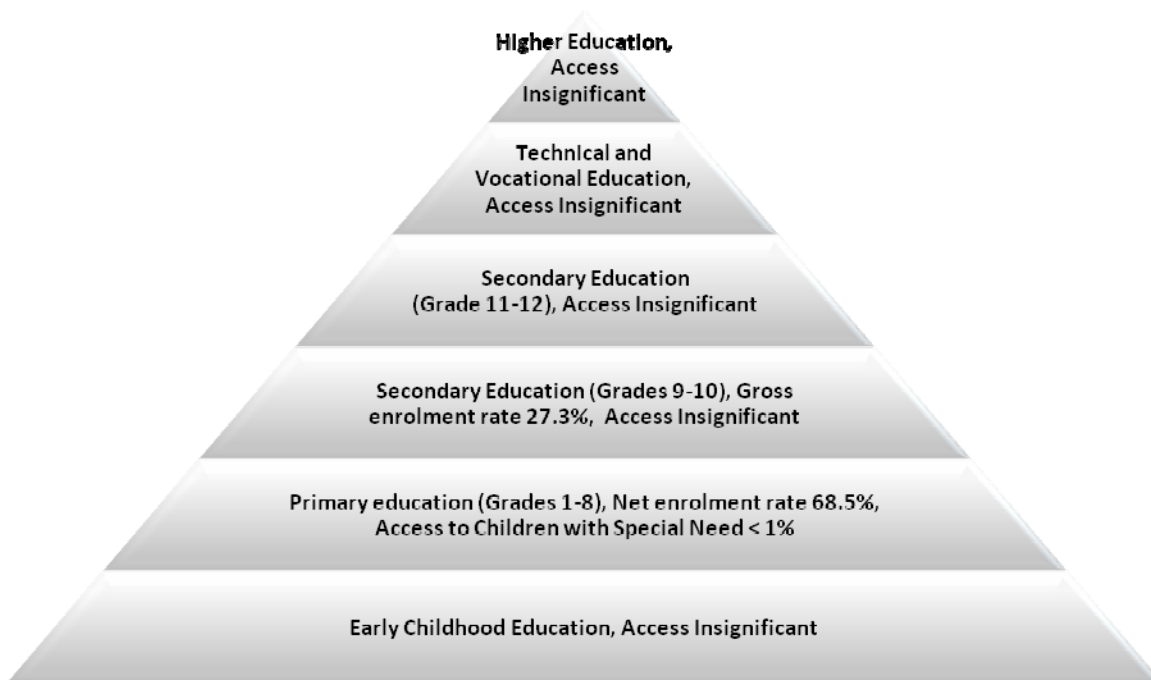
The development of special needs education is still very slow. Taking in to consideration the school age population (7-16 years) of 15, 203, 092 (MOE, 2005), and the 3% prevalence of apparent disabilities among children ( Tirusew et al. 1995), there may be a minimum of 456,092 school age children and youth with common disabilities. However, there is no reliable data available on students with disabilities and learning difficulties in attending schools. (MOE, 2006)

For a long time preparation of teachers for special needs education depended on short seminars and workshops, almost totally based on donations from various voluntary organizations, and on scholarship from abroad. The short-term pre-service and/or in-service programs were lacking clear missions and objectives, and consequently failed to bring any tangible change in the system and education provision. (MOE, 2006)

## 2.4.2 Post-general Education

The Education and Training Policy (1994) indicates that on completion of general education, students will join preparatory education leading to University/college or TVET programs. However, the further education programs are not facilitated for students with special educational needs. Due to the lack of support, the majority of students with learning difficulties or disabilities are left with out any opportunity to continue their studies. Consequently, their participation in work life and broader society is seriously limited. (MOE, 2004)

The small number of students, who with great individual efforts, passed successfully through all the barriers in primary and secondary education, encounter new and more serious barriers in post-general education, i.e. TVET and higher education. The TVET programs have predetermined rules imposing restrictions on candidates with special educational needs. In higher education students with disabilities get assistance from their peers and individual teachers who have good will; there is no organized form of support. (MOE, 2006)



*Figure 1: Estimates of Access of Children with Special Need to Education in Ethiopia (Adapted from MOE, 2006)*

## 2.5 Policy and Practice for Students with Disabilities in Ethiopia

According to the *Education and Training Policy* (1994) children and students with disabilities are among the disadvantaged groups entitled to receive special support. The Policy, however, lacks clarity in terms of special needs education and, therefore, special needs education has not been included in the ESDP. The Special support mentioned in the policy requires strategic planning, definition of priorities, objectives and responsibilities to be realized in practice. (MOE, 2004)

There are no reliable data available on inclusion or exclusion of disadvantaged groups in education. Until now, planning, data collection and statistics have failed to consider a large minority- that of children and students with disabilities or learning difficulties. According to international estimates 10- 20% of any school age population has special educational needs (ILO, 2004; Peters 2003; UNESCO 2001; Wiman & Sandhu, 2004). In a school age population of over 15 million in Ethiopia (MOE, 2004), there may be 1.5 to 3 million children who have disabilities; or gifted and talented students who require special attention.

In order to achieve the objectives of the *Education and Training Policy* (1994) special attention has to be paid to children and students who are at risk of repetition and drop out, have learning difficulties or disabilities. Along with the increasing enrolment rates, but remaining and increasing drop out rates, it is high time to include special needs education as an essential component in the over all education sector development. Other African countries have successfully started in doing this, being committed to changes from policy to practice, e.g. Uganda, Zambia. (Daniel, 2003)

### **3. RESEARCH METHODOLOGY**

The primary purpose of this study has been to explore the current state of policy and provision for students with disabilities in the Ethiopian higher education institutions. As an effort to increase the scope and clarity of the study and deepen the investigators insight, a mixed-method design has been applied. Accordingly, combinations of quantitative and qualitative techniques were used in various stages of the study.

This study has two major sub-studies which are combined to form single whole study. These are a survey study and an interview study. Survey on the current state of policy and provision for students with disabilities in the Ethiopian institutions has been conducted. Concurrently, a mini qualitative interview study which explores, in further depth, the current state of policy and provision for students with disabilities at Addis Ababa and Bahirdar University has been conducted. Finally, the results of the analysis of both studies were combined and interpreted to show the general overview of policy and provision for students with disabilities in the Ethiopian institutions.

#### **3.1 Design and Sampling Techniques**

In this study mixed design of quantitative and qualitative approaches is applied. According to Sandelowski (2000) mixed-method research is a dynamic option for expanding the scope and improving the analytic power of studies. Yet there is still relatively little direction on and much confusion about how to combine qualitative and quantitative techniques. Either qualitative or quantitative approach to sampling, data collection and data analysis may prevail or have equal priority in a study, and both qualitative and quantitative approach may be used sequentially, concurrently and iteratively, or in a sandwich pattern (Sandelowski, 2000). Accordingly, the investigator has organized this study, sequentially, in to two main sections: quantitative survey as the main section and qualitative interview study as an extended section of the main study. Though there are two separate entities in this study, both

will have one common purpose of exploring the policy and provision for students with disabilities in Ethiopian higher education.

The survey study is the major component of this study. Surveys are credited for allowing a collection of data from a large number of people and a rapid turn around in data collection (Creswell, 2003). Survey research does not belong to any one field and it can be employed by almost any discipline. According to Babbie (1995), it is this capacity for wide application and broad coverage which gives the survey technique its great usefulness.

In survey research the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them (Sandelowski, 2000). And it is possible to collect data from large or small population. Accordingly, the population for this study includes both private and public institutions in Ethiopia which have accreditation from the Ministry of Education. The official list of higher education institutions from the Ethiopian Ministry of Education has been used to determine members of the Population (HERQA, 2007). Accordingly, eighty-seven private institutions with accreditation and forty six public institutions have been determined to be members of the population (Appendix 4). Out of these 133 institutions 50 were selected to be sample group of the survey study.

One of the most important features distinguishing what is commonly referred to as Quantitative from qualitative inquiry is the kind of Sampling used (Sandelowski, 2000). Two sampling mechanisms have been used in the survey study. These are criterion and stratified random sampling. According to Caracelli and Greene (1993), *“criterion sampling is a kind of purposeful sampling of cases on preconceived criteria. Cases may be chosen because they exemplify extreme scores, typify the average score or show a variable intensely, but not extremely”*. Since, Addis Ababa University (AAU) is the largest and oldest higher education institution in the country, any report about the institutions excluding AAU will not show the true picture of the situation in Ethiopia. Accordingly, AAU has been included to the sample group by criterion sampling. Additionally, due to the researcher special interest to know about



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the current situation of policy and provision for students with disabilities in Bahirdar University(BDU), which is the work place of the researcher, has been included also to the sample group by criterion sampling.

According to Patton (1990), “there may often be factors which divide up the population into sub-populations (groups/strata) and we may expect the measurement of interest to vary among the different sub-populations. This has to be accounted in order that we obtain a sample that is representative of the population. This is achieved by stratified random sampling”. Accordingly, for the rest of the institutions, except AAU and BDU, in the population stratified random sampling was used. Stratified sampling is seen as appropriate, because of the current significant disparities among higher education institutions in Ethiopia due to various factors: year of establishment and ownership (private vs. public).

The second component of this study is an extension to the survey study. It is a qualitative interview study at Addis Ababa and Bahirdar University. This interview study is a kind of mini-case study. A case study design is an empirical inquiry that investigates a contemporary phenomenon with in its life context (Yin,2003a).This interview study enabled the investigator to obtain a more deeper and specific information about the current state of policy and provision for students with disabilities. Yin (2003b) stated that a case can be an individual, event or a situation. Accordingly, in this interview study the current state of policy and provision was considered to be the case.

The interview study was conducted further to the preliminary analysis of the questionnaire filled for the survey study. Since, the purpose of this interview study has been to make an in-depth analysis of the current state of the policy and provision. Addis Ababa and Bahirdar University were selected out of the fifty institutions, which were member of the sample group in the survey, to be subjects of the interview study by using purposeful sampling. While a quantitative research ideally involves probability sampling to permit statistical inferences to be made (Patton, 1990), a qualitative research typically involves purposeful sampling to enhance understanding

of the information-rich case. Substantiating this Gall et al. (2003) stated that the goal of purposive sampling is to select cases that are likely to be information-rich.

## 3.2 Data Collection Procedures

Work on the study was started up by deciding the research topic and the research problem and getting approval of the proposal by the Department of Special Needs Education, University of Oslo in June 2007. Afterwards, the investigator travelled to the United States of America to participate in week-long seminar from June 23 – June 29, 2007 at the University of Virginia. In this seminar, the investigator had the chance to share his proposal to a handful of senior postgraduate students from some of the best universities in the world. Many of them gave the investigator constructive comments and suggestions. And some of them ended up being best friends and continuing to encourage and constantly contribute ideas through out his study. From August 2007 to January 2008, the investigator was in Ethiopia mainly collecting data. From January 2008, back in Norway, the investigator persuaded and completed the presentation, analysis and discussion section of the study and subsequent submission of the thesis.

During the course of collecting data in Ethiopia, the investigator passed through various stages. There were also numerous challenges. The process is described below case by case.

First, the investigator contacted his local advisor at Addis Ababa University. With the help of the local advisor and the letter of support from the University of Oslo, it was possible to obtain another support letter from the Department of Special Education at Addis Ababa University. This paper had two-fold purposes. It served the investigator as entry permission to the resource canters at Addis Ababa University campus. It was also used to seek information and help from other affiliated organizations and universities in the country.

Second, the investigator discussed his proposal with the local advisor. Based on the suggestions provided by the local advisor, some amendments were made to the proposal, especially in contextualizing the study to the Ethiopian situation. The response rate for the questionnaire to be sent was an issue of discussion. Both agreed that the return rate might be low. Accordingly, the following were decided to be taken as preliminary measures: the investigator should visit the institutions or look for a third person (contact persons) to get the questionnaires filled, in steady of sending them by mail.

Third, the investigator embarked on piloting the questionnaire in four institutions in Addis Ababa. The institutions, which were within the population of the study, were selected based on their availability to participate in the pilot study. Robson (2002) stated that a pilot study is a mini-version of the study and should be conducted before the researcher engages in the main study. Pilot testing helps to establish content validity of the instrument and improves questions, format and the scale (Creswell, 2003).

The result of the pilot showed that the questionnaire was ready for use with a slight amendment. The only complaint mentioned, in the pilot, was the length of the questionnaire. The investigator believed that cutting out questions for the mere purpose of reducing the length would adversely affect the capacity of the questionnaire in generating comprehensive information. And also, the investigator was afraid that reducing the items in the questionnaire may alter the validity of the study. It was found out that the questionnaire was only looking long because of the wide space provided for responding the open ended items and hoped that those filling the questionnaire will be experts in the area of the study and would compensate for the length.

The investigator has made two major amendments in the format of the questionnaire. The spaces provided for responding the open-ended items were narrowed-down and, in the instruction section of the questionnaire, it was mentioned that the duration to finish filling the questionnaire (Appendix 3) will be between 15 to 20 min. On the top

of this, optional open-ended items that mean those items in the questionnaire that should be filled based on previous response were clearly marked. This was an effort to avoid possible lay off by respondents who might be scared by the lengthy look of the questionnaire. In the actual case none of the respondents have mentioned length of the items as an excuse for not filling or returning the questionnaire.

Fourth, the investigator moved to the next and higher level of the study. This was distribution and collection of data, which were carried out from the beginning of September to the end of December 2007. This had various phases. Initially, the investigator determined the sample group for the survey study by the sampling techniques described in the previous section. On continuation to this, he contacted friends, relatives and colleagues who are working in the respective institutions. The questionnaires were sent to these contact persons to help him get the questionnaires filled, by a relevant body in the institutions. The investigator did this as an effort to improve the response rate and validity of the study. This is because when sent by mail, it may fall in the hand of a less significant person for the study and filled by a less informed personnel. Institutions in Addis Ababa were directly contacted by the investigator. The investigator had also travelled and contacted the officials at some of the institutions outside of Addis Ababa.

Fifth, while waiting for the return of the questionnaire, the investigator continued to write the review of literature and collect documents with relevance to students with disabilities from the Ministry of Education and other institutions. As time goes on, it was discovered that the return rate would even be lower than expected. This was a very difficult time for the investigator and had to initiate new strategy to recover the situation.

Accordingly, the respective institutions were contacted by phone and e-mail repeatedly asking their cooperation to fill the questionnaire. Meanwhile, many institutions reported that they did not have students with disabilities or any kind of policy and provision for the students. Similarly, others described that the proportion of student with disabilities currently enrolled in their institution is very insignificant

and the documentation or knowledge available about the students is meagre to say anything about them.

Fortunately, during this critical moment, the investigator had four crucial meetings with his main Norwegian supervisor, who was in Addis Ababa by that time. Two of the meetings were held in the mid of October and the other two in December.

In the first meetings, the investigator has got a very comprehensive, detailed and practical guidance on how to proceed with the project from his Norwegian supervisor. In these meetings, it was also discussed how to conduct the interview study at AAU and BDU. The interview guide developed for the case was evaluated and approved by the Supervisor.

In the meetings in December, the developments and challenges in the project were again discussed and further guidance received. On the top of this, the investigator was invited by his supervisor to attend a two days long international seminar on 'The Development of Special Needs Education in Ethiopia'. This seminar was intellectually stimulating and helpful for the investigator, and gave him increased insight of the situation of disability in Ethiopian education system.

Sixth, the investigator contacted again some of the officials, who have relevant knowledge of students with disabilities, at AAU and BDU for an interview. This was part of the qualitative study which was conducted to obtain more in-depth information about the current state of policy and provision for students with disabilities.

Last but by no means least, the investigator, back to Norway from January 2008, focused on the presentation, analysis and interpretations of the data collected from the Ethiopian institutions. This has been also a very crucial phase of the project.

### 3.3 Data Collection Instruments

Sandelowski (2000) defined instruments in research as ‘data elicitation devices to determine exactly what participants see and, therefore, respond to in each item’. The three main strategies of empirical data collection are questionnaires, interview and observation (Befring, 2004).

The main instrument for collecting data for the survey component of this study has been questionnaire. Gall et al. (2003) described that survey strategy in research is a case wherein questionnaires or interviews are used to collect data about characteristics, knowledge or opinion in a population or sample population.

Document analysis was also used to obtain supplementary information for the questionnaire. On the other hand, for the mini-case study an interview has been used, in addition to the questionnaires field by the two institutions for the survey. One of the most important means of obtaining information for a case study is an interview (Yin, 2003b). Qualitative interviews can be used to yield exploratory, descriptive and explanatory data and may be used in conjunction with another method such as a survey (Hesse-Biber & Leavy, 2006). Thus, the interview study was used to generate explanatory information for the survey study.

**Questionnaire:** This has been the main instrument for the survey component of the study. It has inquired about the current state of policy and provision for students with disabilities in the participating institutions (Appendix 3). Questionnaires are inexpensive way to gather data from a potentially large number of respondents and often are the only feasible way to reach a number of reviewers large enough to allow statistically analysis of the result (Sandelowski, 2000).

Every step needs to be designed carefully because the final results are only as good as the weakest link in the questionnaire process (Gall, et al., 2003). Accordingly, the questionnaire in the present study was classified into five main sections, each section dealing with a single theme: defining disability; disability advisor/coordinator;

current policy and provision for students with disabilities; future changes to provision for students with disabilities; and evaluating provision.

The items in the questionnaire constitute both open-ended and close-ended questions. Questionnaires can measure both qualitative and quantitative data well, but that qualitative data questions require more care in design, administration, and interpretation (Gall, et al., 2003). Accordingly, the investigator has made his level best in trying to make the open-ended items in the questionnaire as appealing as possible to the respondents. Among the efforts made, adapting the items from an already tested questionnaire in the previous studies was one. In addition to this, the open ended items were worded in such a way that they require the respondents to give brief, direct and non-analytical responses. An obvious advantage of open-format questions is that the variety of responses should be wider and more truly reflect the opinions of the respondents. This increases the likelihood of receiving unexpected and insightful suggestions, for it is impossible to predict the full range of opinion (Creswell, 2003).

The questionnaire was adapted from previous researches conducted on students with disabilities in higher education. These are Tinklin, et al., (2004); UNESCO (1997) & UNESCO (1999). These three studies were survey study conducted on students with disabilities in higher education institutions in England, Africa, and fifty countries in the world respectively. In the UNESCO (1997) and UNESCO (1999) studies, Addis Ababa University was taken in to the sample group of the studies. The investigator has selected easily worded and clear questions for each section of the questionnaire from the questionnaires in the three studies.

Those questions that entail a deeper understanding of disability and institutional structure on the part of the respondents in one of the aforementioned three studies were disregarded and replaced by items that simply generate information about baseline policy and provision for students with disabilities in higher education from one of the other studies. This was done because the investigator, based on his experience as a student and academic staff in the Ethiopian higher institution in

combination with the available current literature about the students, has determined that well-structured and rife policy and provision for students with disabilities is currently non-existent in all institutions in Ethiopia. The investigator had requested that the questionnaire be filled in by a member of senior management, if necessary with assistance from a specialist disability officer. This was because questions were not related solely to provision for disabled students, but asked about the broader policy context as well.

**Document Analysis:** This is the gathering of information used in a formal description of the text and studying and analyzing from the content and then processing and understanding of the contents in the documents so that conclusion may be drawn (Bryman,1989). Document analysis is important as it can fulfil a number of functions for the researcher. It is an important mechanism for checking the validity of information derived from other methods; and it helps to generate information on issues that can not be addressed through other methods (Bryman, 1989). Finally, document analysis can contribute a different level of analysis from other methods and fill the gap created by other methods (Byrman, 1989).

Accordingly, each institution which participated in the present study was requested to send any document in relation to students with disabilities that may be available along with the questionnaire. Unfortunately, none of the institutions sent any document. However, national policy and other documents with relevance to students with disabilities were collected from the Ministry of Education and other offices. Together with international documents discussed in chapter one and two, national documents have also been analyzed to obtain relevant supporting information for the data collected by the questionnaire and interview.

**Interview:** This was used to obtain more in-depth information for qualitative component of the present study (Appendix 2). The interview study was in-depth analysis of the current situation of policy and provision for students with disabilities at Bahirdar and Addis Ababa University. According to Yin (2003b) one of the basic tools that are used to obtain information for a qualitative study is an interview. The



qualitative study has utilized the information obtained by the questionnaire along side the data from the interview. According to Hesse-Biber and Leavy (2006), qualitative interviews can be used in conjunction with another method such as a survey.

The interview guide was developed based on the primary analysis of the questionnaires filled for the survey component by Addis Ababa and Bahirdar University. While developing the interview guide, the investigator has focused on constructing items that help to fill the information gap that was observed in the primary analysis of the two questionnaires filled for the survey. In addition, the research questions of the main study and the theoretical and practical backgrounds of the study were also considered. Generally, the interview guide was developed in such a way that it generates information that can help to show the true picture of policy and provision for students with disabilities in combination with the information obtained by the questionnaire and document analysis.

The nature of the interview was made to be unstructured. That means the respondents were presented with twelve open-ended questions. The questions were classified in to five theme areas which were almost the same to the themes in the questionnaire. This was done to make the process of combining the result of the analysis of the two studies easier at a later date. Subsequently, the investigator has contacted the selected respondents from AAU and BDU. Before the actual interview date, the investigator had the chance to visit the selected respondents to create a rapport and discuss with them about the project that he is doing. In this initial informal meeting with the respondents, the investigator had delivered to the subjects a brief letter introduction which describes the over all targets of the study and what the interview would be like.

In the interview process, the investigator has followed some steps. The investigator showed up to the subjects' office one hour in advance, to remind them, if in case they had forgotten the appointment. This was because the subjects were busy staff members at the institutions. Fortunately, the investigator managed to conduct the interview smoothly. Both respondents were helpful and resourceful. In the course of the interview, the investigator had asked, 'what the respondents wish the language of

interview to be (Amharic/English)'. Amharic is the official language of Ethiopia and English is used as the language of instruction in the higher education institutions. In relation to this, the respondents have preferred English to be the language for the interview. The investigator was also able to record the interview in his MP3 player with prior consent of the respondents. These interviews were so rigorous that the investigator spent more than an hour with each respondent.

### **3.3.1 Pre-testing of Data Collection Instruments**

The investigator has foreseen the significance of pre-testing the instruments beforehand, as an effort to secure the validity and reliability of the whole study. In relation to this, Befring (2004) confirmed that it is necessary to pre-test all the questionnaires and procedures that are to be used in the research process. Similarly, Yin (2003b) noted that pre-testing provides the researcher the occasion for a formal 'dress rehearsal' in which the data collection plan is used as the final plan as faithfully as possible.

The questionnaire which was used to collect data for the survey component of this study was pre-tested using various procedures. Firstly, it was adapted from the three aforementioned previous studies on students. On the top of this, it was evaluated and approved by the investigator's main supervisor, and also the local supervisor has evaluated it and confirmed its consistency with the contextual situation in Ethiopia. Above all, it was pilot tested before distributed to the targets of the study. Similarly, the interview was reviewed and approved by both supervisors.

### **3.3.2 Validity and Reliability**

The use of reliability and validity are common in quantitative research and now it is also reconsidered in the qualitative research paradigm (Sandelowski, 2000). Accordingly, the investigator has been trying to monitor the validity and reliability of the survey and the interview components of this study.

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**Validity and Reliability in the ‘Survey’:** The definition of validity and reliability in survey research reveal two strands: Firstly, with regards to reliability, whether the result is replicable. Secondly, with regard to validity, whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure Joppe (2000).

As an effort to ensure the repeatability of the survey, stratified random sampling and criterion sampling have been chosen to ensure the selection of a representative sample group. Additionally, the wording, format and content of the questionnaire were carefully designed. The items in the questionnaire were worded in simple and clear language and the content was impersonal. The respondents were inquired to tell about the system which existed rather than their personal experience or performance.

Validity determines whether the research truly measures for which it was intended to measure. In other words, does the research instrument allow you to hit “the bull’s eye” of your research project? (Joppe, 2000). Accordingly, to secure validity, the questionnaire has been examined by various parties. It was also pre-tested and piloted. Above all it was adapted from questionnaires used in previous studies.

**Validity and Reliability in the ‘Interview Study ’:** This corresponds to the question: how can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to? (Lincoln & Guba, 1985). To answer the question, Healy and Perry (2000) assert that the quality of a study in each paradigm should be judged by its own paradigm’s terms.

In order to achieve the reliability and validity of the interview study, the investigator has verified the steps of the research as follows. Firstly, the interview guide, before put in to use, has been examined by investigator and other significant others in accordance with the available literature. On the top of this, the interview guide had been examined and approved by the investigators main Norwegian supervisor and local supervisor. Above all, the raw data of the interview had been sent to the informants for further review and comments.

## 3.4 Analysis of Data

Linking the results of qualitative and quantitative analysis techniques is accomplished by treating each data set with techniques usually used with that data at first (Sandelowski, 2000). Accordingly, the analysis of data in the present study has been classified in two main sections: Quantitative analysis of the data obtained by questionnaire (Survey) and qualitative analysis of the data obtained interview. Subsequently, the result of these two analyses has been combined in the discussion section resulting in a single whole-study.

### 3.4.1 Quantitative Analysis

The data obtained by the questionnaire, for the survey component of this study, was analyzed quantitatively. The questionnaire, as mentioned earlier, constitutes both open-ended and close-ended items. Hence, it has generated both qualitative and quantitative data. In order to harmonize and analyze the data from the questionnaire, the investigator has transformed the qualitative data in to quantitative. Sandelowski (2000) referred to the conversion of qualitative data in to quantitative as “quantitizing” and to the conversion of quantitative data in to qualitative as “qualitizing”.

**Quantitizing:** This is a process by which qualitative data are treated with quantitative techniques to transform them in to quantitative data (Sandelowski, 2000). In the process of changing the qualitative data in the questionnaire, the investigator has used coding-keys. Fleury (1993) defined coding keys in quantitizing as items, constructs , or variables that are intended to mean only one thing and that can, therefore, be represented numerically. In developing the coding-keys or variables, the investigator mainly used the qualitative data from the questionnaire. Additionally, previous researches and the available literature in the area of the study were used to choose a concept or variable that can best represent the similar data given by different respondents to the questionnaire.

Once the coding-keys were developed and examined well, the qualitative data from the questionnaire was transformed in to quantitative. In the process of quantitizing, the answers to the qualitative items in the questionnaire were tallied one by one. Finally, the data from all items in the questionnaire was presented in tables and quantitatively analyzed in major headings. In the process of analyzing the data from the questionnaire, content analysis approach has been followed. Patton (1990) described content-analysis as identifying coherent and important examples, themes and patterns in the data as well as issues dealing with a particular question. Percentage was the major statistical tool which has been used in this quantitative analysis.

### **3.4.2 Qualitative Analysis**

Qualitative analysis has been applied to the data obtained by interview. Unquestionably, data analysis is the most complex and mysterious of all the phases of a qualitative project (Fleury, 1993). In order to generate findings that transform raw data in to new knowledge a qualitative researcher must engage in active and demanding analytical processes throughout all phases of the research (Sandelowski, 2000).

The qualitative database in the present study consists of transcripts from the twelve open-ended, focused, but exploratory interview questions. These questions were developed based on the results of the preliminary analysis of the questionnaire, which was filled by AAU and BDU for the survey study. The interview questions focused on exploring information which was not generated by the questionnaire and which has a paramount importance for an in-depth analysis of the current state of policy and provision. In addition to the interview transcripts, data from various national and international documents and policy manuals has contributed for the qualitative database.

Finally, in the course of sorting, organizing, conceptualizing and refining the qualitative database, the investigator has utilized “constant comparative analysis”

approach. This strategy involves taking one piece of data (one interview, one statement, one theme) and comparing it with all other that may be similar or different in order to develop conceptualizations of the possible relation between various pieces of data (Fleury,1993). The purpose of this strategy in many qualitative studies is to generate knowledge about common patterns and themes within human experience, this process continues with the comparison of each new interview or account until all have been compared with each other (Creswell,2003).

Accordingly, the account of AAU and BDU's current state of policy and provision for students with disabilities has been analyzed in major themes. In the process of sorting and organizing the qualitative analysis in major themes, the research questions, the theoretical and practical backgrounds in chapter one and two, the approach followed in the quantitative analysis section of the present study and previous related researches were taken in to consideration.

### 3.5 Interpretation of the Results of Data Analysis

After the quantitative analysis of the survey and qualitative analysis of the interview study, the results of the two sets of data analysis were combined in the discussion section. Linking the results of quantitative and qualitative analysis techniques is accomplished by treating each data set with the technique usually used with that data (Sandelowski,2000) ; and then combining at the interpretive level of research, but each data set remains analytically separate from each other (Caracelli & Greene,1993).

In the process of combining and interpreting the results of the two sets of analysis, it has been tried to put information in perspective based on the guiding questions and purposes of the present study. Additionally, theoretical and practical realities that were discussed in chapter one and two have also been used to enrich the meanings given to the results of the analysis. Subsequently, based on the summary of the overall findings of the present study, the investigator has made conclusion , about the

current state of policy and provision for students with disabilities in the Ethiopian higher institutions, and recommendations that help to improve the weakness that are showed by the findings of the present study.

### 3.6 Limitations of the Study

The major limitation of the present study has been the response rate of the questionnaire which was used to obtain data for the survey study. In order to tackle this problem, some measures had been taken. Firstly, the questionnaire was accompanied by a support letter from AAU and UiO. Additionally, before mailing out the questionnaire, each sample institution was contacted by email which explains the purpose of the study and inquiring their willingness to participate, in which case none of them responded.

Fifty questionnaires were sent to fifty institutions. It was only seven filled questionnaires which were received on time. After several phone calls and e-mail notifications, five additional filled questionnaires were received. As a final resort, the investigator got seven additional questionnaires filled by phone. Regardless of the effort made, only a total of nineteen filled out of the fifty sent out questionnaires were received.

As a result of the low response rate, there was limitation with respect to the accuracy of the results of the quantitative data analysis in the survey study. Nevertheless, the investigator believed that the low response rate of the questionnaire will not obstruct the overall nature of the findings to make generalizations about the whole study.

The above claim of the investigator arises from the reasons given as excuse by those institutions which did not fill or return the questionnaire, when contacted later by the investigator. Some institutions reported the absence of students with disabilities or any policy pertaining to them in the institution. They said, "Our institution is new and we have not yet started admitting students with disabilities". Similarly, many of the other institutions stressed the fact that the number of students with disabilities who

are currently enrolled is very insignificant. Consequently, this group of institutions said, “We did not have any policy or provision for students with disabilities. But we are intending to consider students with disabilities in the overall system of our institution in the near future.” Accordingly, the investigator believed that these accounts are more than adequate to serve as a data for the questions of the present study.

### 3.7 Delimitation of the Study

The subjects of this study were higher education institutions which are in the official list of the Ministry of Education and which also have accreditation (HERQA, 2007). However, postsecondary vocational schools as well as certificate awarding teacher training institutions were not included. It was only colleges and universities, which award diploma and above, that considered as higher education institutions in the present study.

The investigator delimits the scope of the study to the aforementioned institutions, mainly because of the similarity in the institutional setup, goal and type of students enrolled. Accordingly, the findings, conclusion and recommendations made in the present study may not apply to institutions other than those institutions which are in the official list of accredited higher institutions by the Ethiopian Ministry of Education (HERQA, 2007) and which are awarding diploma and above credentials.

### 3.8 Ethical Consideration

Disability research more than any other kind of research has always ethical consideration at the forefront. Accordingly, the investigator has considered a number of measures to make his level best in keeping ethical issues in all stages of the present study.



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**Gaining Formal Permission:** Gaining entry to the study population should be done in consultation and consent of relevant authorities as well as the targeted study population (Gall, et al., 2003). In view of that, in order to gain formal permission, the present study has been affiliated with the DSNE at Addis Ababa University, which has a bilateral agreement with the DSNE at the University of Oslo. This was possible with the help of the support letter and the assignment of local advisor by the study institution of the investigator.

The affiliation with the DSNE at AAU had automatically made the investigator eligible to conduct the present study. Because, once an investigator has link with a formal public or private organization in Ethiopia, it is not an obligatory requirement to seek for an official clearance from any other authorities to enter in to any kind of research project. However, in order to gain entry to the subjects of the study, additional sport letter was obtained from the DSNE at AAU.

Participating in a research project is most of the time a disturbing and distrusting experience. The questionnaire, which was filled by private and public institutional leaders in the survey study, was sent out together with the support letters from AAU and UiO. In the cover letter of the questionnaire, the respondents have been assured the anonymous and confidential use of the information.

Similarly, the respondents for the interview in the case study had been sent a letter which explains the purpose of the interview and how and how many times the data will be used , and subsequently asking their consent to participate in the

**Confidentiality:** According to the prior assurance granted for the informant in the present study, all necessary cautions have been made in utilizing all information anonymously throughout all stages of this paper. Additionally, The questionnaires filled by the institutional officials and the recorded interview have been kept securely with the personal belongings of the investigator and will be destroyed shortly after assuring that they are no more useful for the present study. This all measures were

part of the efforts which have been made to protect and maintain the privacy and dignity of study participants and their respective institutions (Gall et. al., 2003).

And last but by no means least, summaries or full copies of the final research findings will be sent for participating institutions by e-mail in appropriate accessible format or, if possible, in a printed form.

## **4. PRESENTATION AND ANALYSIS OF DATA**

This study examines the current state of policy and provision for students with disabilities in the Ethiopian higher education. The guiding questions for the study have been:

- What is the current state of policy and provision for students with disabilities in the Ethiopian higher education?
- Is there any difference between public and private institutions with regard to accommodating students with disabilities?

In this chapter the data obtained by questionnaire, interview, and document analysis has been presented and analyzed in two main sections. In the first section, the questionnaire which was used to obtain information for the survey on private and public institutions' policy and provision for students with disabilities has been presented and analyzed in combination with the information from the document analysis. The data from the questionnaire was categorized and analyzed quantitatively in major headings.

The second section of this chapter presents the qualitative analysis of the information obtained by the interview study at Bahirdar and Addis Ababa Universities in combination with relevant local and international documents. This qualitative analysis is, similarly, presented in major headings which have analogous pattern with those headings in the quantitative analysis (Section 4.1). Subsequently, the results of these two analyses have been discussed in combination. Finally, Conclusions and recommendations are drawn in the next chapter.

### **4.1 Presentation and Analysis of the Data Obtained by Questionnaire**

This section presents and analyzes the data, which was obtained by the questionnaire. These data from the questionnaire is presented and analyzed in major themes and

categories by using tables that depict the current state of policy and provision for students with disabilities as follows.

*Table 1: Questionnaire Response Rate*

	<b>No. Sent</b>	<b>No. Received</b>	<b>Response Rate (%)</b>
Public Institution	17	8	47
Private Institution	33	11	33
Total	50	19	38

As it can be seen from table 1, the response rate from both groups was extremely low. 47% of the public institutions responded relatively better than a similarly disappointing 33% of private institutions. This extremely low response rate could have been partly due to the fact that most of the institutions are new and do not have an organized system to address the issue of students with disabilities, as it has been mentioned by some of the institutions in a phone conversation made with the investigator. Almost all of the institutions which did not respond the questionnaire or which returned uncompleted suggested that they did not have or they had small number of students with disabilities. Accordingly, the findings reported below should be treated with caution, given that they only relate to 14% of the total population of the study.

*Table 2: Level of Seniority of Respondents<sup>1</sup>*

	<b>Private (%)</b>	<b>Public (%)</b>
Senior Manager	27	37
Middle Manager	46	50
Academic	-	9
Support Staff	18	12
Total	91	108

<sup>1</sup> Note: Columns do not always sum to 100% because of rounding errors

The questionnaire was sent to institutional principals with a request that it be filled in by a member of senior management, with assistance from a specialist disability officer, if necessary. Because, the questions did not solely relate to provision for students with disabilities, but asked about broader policy context as well.

Additionally, the investigator was particularly interested in the management perspective on disability issues. In practice, the majority of the questionnaires were filled in by senior or middle managers with in about one fourth of cases, disability related or student services staff and learning support or other staff. The advantage of gaining the view of management staff is that disability provision is located with in the wider policy context.

Through out this article, higher education institutions have been divided in to two groups: 'private' and 'public'. The decision to divide up institutions this way was mainly based on the idea that public universities have different histories in terms of governance, funding and degree awarding power. It is, therefore, interesting to assess whether their responses were different to those of the private institutions.

*Table 3: Definition of Disability in Use*

	<b>Private (%)</b>	<b>Public (%)</b>
Official definition <sup>2</sup>	9	13
Variation on ' an impairment that impact on ability to study'	0	1
Social model	0	13
Additional support needs	18	0
No formal definition	73	50
A barrier to learning	0	13

It was not possible to find single definition of disability across all institutions (Table.3). 9% of the private and 13% of the public institutions had adopted an official definition from the MoE and MOLSA. On the other hand 13% of the public

<sup>2</sup> E.g. from MoE , MOLSA Negaret Gazeta proclamation no. 101 of 199

institutions defined disability as ‘an impairment that impacts on ability to study’ and other 13% of the public institution cited the social model of disability. The notion of disability as a barrier to learning was also only evident in 13% of the public institutions. And almost three in four of the private and half of the public institutions indicated that they do not have formal definition of disability. Meanwhile, one in four of the private institutions defined disability in terms of additional support need.

With regard to the question on what kind of disabilities they include in their definition. Almost all responding institutions mentioned blindness, deafness and mobility impairments. None of the institutions has mentioned the other kinds of disabilities in their definition. From this it possible to infer that disability in Ethiopian higher education is understood in a narrow sense. In relation to the proportion of students with disabilities, none of the institutions was able to give statistical data. Institutional leaders referred to the absence of any documentation of students with disabilities.

*Table 4: Disability Support Staff and Institutional Structures*

	<b>Private % yes</b>	<b>Public% yes</b>
Employ a disability coordinator/ advisor/officer	0	13
Is this a permanent post	0	13
Specialist/professional employed to support disabled students	0	13
Administrative support provided for disability officer	0	13
Disability officer has a budget	0	13
Individual student consulted in an ad-hoc way	0	13
Disabled students’ group consulted	0	13

Almost all public and private institution reported that they do not have a disability officer/coordinator or advisor. As shown in Table 4 it was only 13% of the public institutions that reported the presence of this post. According to this institution, the disability officer has a permanent post and the officer is a specialist professional staff employed to support disabled students. Additionally, it was also mentioned by the

respondents that this disability officer has a budget and also has a support staff. In general as shown in Table 4 the findings sound extremely negative: almost all public institutions and private institutions do not have staffing and structures in place to deal with disability issues and, as such, did not meet base-level provision.

*Table 5: Base Level Provision and Policy for Students with Disabilities*

	<b>Private (%yes)</b>	<b>Public (%yes)</b>
Has comprehensive disability policy statement	0	0
Has admission policy and procedures that specifically addresses the needs of students with disabilities	36	75
Do monitoring of statistics about application/ enrolment rates of students with disabilities	0	13
Has arrangements for the assessment of individual student needs	0	13
Has provision of services to meet assessed needs	0	13
Has arrangements to monitor the provision of support services that have been agreed following professional assessment	0	13
Has access to networks of trained support workers	0	13
Has an institution-wide policy and procedure covering examination and assessments, which address the need of disabled students	27	75
Has staff development programs covering information about students with disabilities and support available to them	0	13
Has procedure to regularly monitor the impact and effectiveness of policy and provision for students with disabilities	0	13

As indicated in Table 5, none of the institutions has disability policy statement.

Arrangements are largely in place for addressing examination and assessment needs.

36% of the private and 75% of the public institutions have application and admissions procedures relating to the needs of students with disability.

The percentage of institutions in the other areas of provision is negligible. Public institutions are relatively better but the percentage is still extremely low. From Table

4, it is possible to tell that almost all public and private institutions need significant further development in all areas of provision for students with disabilities. It is only 13% of the public institutions that has access to networks of trained support workers. On the other hand private institutions have no any kind of access for the students to networks of trained support workers. While this suggests that much further development is needed, it is encouraging to note that many private and public institutions are intending to boost better provision for students with disabilities.

All in all, as it is shown in Table 5, it was only 13% of the public institutions among those involved in the study that were found to have some arrangement of provision for students with disabilities. The rest of the institutions had no any arrangement; most of them reported that they do not have students with disabilities. From this it may also be possible to refer to the low awareness of disability and disability related issues among the institutional leaders and the great room available for further development in areas relating to students with disabilities in Ethiopian higher education.

*Table 6: Accessibility of the Physical Environment*

	% answering '≥5% accessible' (% answering '< 5% accessible')	
	Private	Public
Teaching accommodation	45(55)	37(63)
Library	36(64)	25(75)
Toilets	18 (82)	12(88)
Residences	-	12(88)
Sport/leisure facilities	-	12(88)
Refectory (cafeteria/dinning halls)	-	88(12)

All the institutions which responded to the questionnaire in this study indicated that almost more than 90% of the physical environment is inaccessible with out the help of a second person for students with disabilities, especially for wheelchair user and those with visual impairment. Additionally, they reported that most of the buildings are randomly placed through out the campuses and the pavements are not good enough to accommodate the movement of students with disabilities.



As shown in Table 6: 45% of the private institutions and 37% of the public institutions reported that greater than or equal to 5% of the teaching accommodation that means buildings including lecture halls, laboratories and staff offices are accessible for students using wheelchairs and with other kinds of physical impairments. On the other hand, 55% of the private and 60% of the public institutions indicated that only less than 5% of the teaching accommodations are accessible.

Similarly, it was less than 5% of the library buildings that were reported as accessible by 64% of the private and 75% of the public institutions. Regarding library services for users with disabilities the saying, *“the promise with the age of information has brought substantial change to the lives of individuals whose vision, hearing or physical mobility or dexterity is impaired”* (World encyclopaedia of Library and Information Services, 1993) has not yet really reached the Ethiopian disabled library user. Toilets are even reported as more inaccessible, 82% of the private and 88% of the public institutions showed that it is less than 5% of the toilet that are accessible to students with physical disabilities.

*Table 7: Financial Aid*

	<b>Private (%yes)</b>	<b>Public (%yes)</b>
Recognized students with a disability are financially supported monthly	0	75
Funding for students with disabilities is obtained from government sources	0	75
Funding for students with disabilities is obtained from private sources	0	13

The questionnaire showed clear difference between private and public institutions in relation to financial aid to students with disabilities (Table 7). Private institutions reported that there is no any kind of financial aid directed towards students with disabilities. On the other hand, 75% of the public institutions mentioned the availability of financial assistance for all students who are recognized as a disabled. However, they also mentioned that the financial assistance is very minimal and inadequate to help students' cover even their basic expenses. All of the public

institutions, which mentioned the availability of financial assistance, referred government as basic source of funding. 13% of the public institutions also mentioned private sources of funding.

*Table 8: Institutions' Future Plan*

	% definite written plan	
	Private	Public
Develop policy and regulations related to students with special needs	27	50
Raise awareness among all academic staff of the needs of students with disabilities	27	63
Raise awareness among all non-academic staff	0	63
Ensure provision meets requirements of legislation	0	38
Provide all information for students/applicants in accessible formats	0	25
Identify and remove all barriers to accessing the curriculum	9	63

By comparison, public institutions are relatively better than private institutions in their definite written plans with regard to students with disabilities (Table 8). More than half of the public institutions, which responded the questionnaire, reported that they have definite written plans to raise awareness among their staffs about the needs of students with disabilities and identify and remove all barriers to accessing the curriculum. Additionally, half of the public institutions stated that they have definite plan to develop policy and regulations related to students with special need. Quarter of the responding public institutions reported the plan to provide all information for students/applicants with disabilities in accessible formats. Meanwhile, most private institutions seems lagging behind in their future plan with regard to students with disabilities. Only quarter of the responding private institutions reported that they have definite plan to develop policy and regulation related to students with disabilities and raise awareness among all academic staff of the needs of students with disabilities.

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## 4.2 Presentation and Analysis of the Data Obtained by Interview

This section deals with the presentation and analysis of the data in the interview study. The interview was conducted with officials, who are directly or indirectly working with students with disabilities, at Addis Ababa and Bahirdar University. The data obtained by the interview is presented and analyzed qualitatively in major themes as follows.

### 4.2.1 Prevalence of Students with Disabilities

Practically both AAU and BDU have some students with disabilities. However, the number reported is quite small: where percentages could be calculated, those students recognized as students with disabilities represented less than one percent of the student body in both Universities. The number of students with disabilities is estimated to be about 500 out of 30,000 in Addis Ababa University and around 50 out of 10,000 in Bahirdar University. These are the students who disclose their disabilities. At Addis Ababa University the types of disabilities of the students reported are: visual impairment, orthopaedic and hearing impairment. On the other hand, Bahirdar University reported that there are only students with orthopaedic and visual impairment.

The numbers provided in the above paragraph must be regarded as approximates, because of the limitation on the collection of data on students with disabilities at both Universities. From the interview it was understood that in some cases both Universities under estimate the true incidence of disability for different reasons. Particularly, BDU lack any kind of data on students with disabilities. Some of the reasons they give are: the number of students with disability is believed to be so small that it would not be worth the effort 'to come up with a profile of the disabled population in the University'. Additionally, they mentioned the absence of specific activities in the University for Students with disabilities. Even there is no disability service office except the general student counselling office.

Addis Ababa University stated that some students with disabilities for personal reasons elect not to register as disabled; especially, those with low vision and partial hearing impairments. Currently, at Addis Ababa University the disability service office make provision only for some type of disabilities only. As a result of this, the informant from Addis Ababa University mentioned that it was not worth registering all students with disabilities.

When categories of disability are recorded, orthopaedic/physical impairment was by far the most common in both Universities. According to the informants, because of the visible nature of physical impairment such students are more likely to be registered. Visual impairment was the next most common category. Especially, Addis Ababa University has a relatively sizeable number of blind and partially sighted students who are registered and unregistered. Both Universities suggest that the provision available for students with disabilities is far too little. Especially, Addis Ababa University recognizes this in its declaration of intent and action planning.

Two general points may be made from the information obtained from both Universities. First, the absence of reliable, comprehensive information is a considerable barrier to the planning and monitoring of provision for students with disabilities. Students' reluctance to be identified as disabled must be respected but it is not an excuse for failing to attempt to establish a systematic database. Second, the task of improving access to higher education is not just for these two Universities. Schools and the larger community have important role to play as well. That means the number of the students with disabilities should be larger than stated above.

#### **4.2.2 Support to Students with Disabilities**

This section of the paper will explain the various types of supports which are being made for students with disabilities at AAU and BDU: provision, staff development, and financial assistance.

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**Provisions:** Addis Ababa University has a newly opened special disability service and career development centre. This centre is one year old and it is coordinated by the vice-dean of the college of education at the University. Currently, the centre has an officer who is an academician and researcher. The officer has a Doctor of Philosophy qualification in Special Education and is jointly working as an assistant professor in the department of Special Needs Education at the University.

Meanwhile, the centre has started rendering special provision ranging from minor adjustments to the general counselling services to a comprehensive collection of services targeted on students with disabilities from all faculties of the University. Newly enrolled students with disabilities in Addis Ababa are given a personal orientation to university life and the help available to them should they encounter problems. Specifically, students with visual and physical and impairments get financial and material support. These include providing technical support for blind students plus computer and laboratory training.

The centre has recently established a pool of equipment, with the help of donor organizations, where students can borrow hearing aids, brail equipment, wheelchair, and tape recorder, white cane and so on. On the top of this, the centre offer help in preparing literature and study paper for Students with disabilities. The centre transcribes scripts in to brail, prepare them on diskettes, read them on to cassettes and produce enlarged photocopies.

On the other hand, Bahirdar University has general student guidance and counselling office. The services offered by the office include rendering psychological support and information provision. The office has one full time expert who has a bachelor degree in education. According to the informant from Bahirdar University, the role of the expert in the guidance and counselling office is just to help students deal with minor day to day problems. Additionally, the officer has no any specialized training on counselling techniques or how to provide special help to Students with disabilities. It was also mentioned by the informant that there is no any kind of official special provision for students with disabilities. Meanwhile, all students are encouraged to use the generic guidance and counselling service and students with disabilities are not

discriminated. . The office is open for all kinds of students regardless of race, gender, or disability. Each student in the University is entitled to use all available provisions on the basis of equality.

**Staff Development:** Both Universities reported that there has not been significant preparation of staffs to assist them in responding to the needs of students with disabilities.

Staff members at Addis Ababa University are encouraged to participate in some periodic seminars and conferences on disability issues organized by local and international non-governmental organizations. While at Bahirdar University, there was not any kind of staff related activity in relation to students with disabilities. However, the informants mentioned that there are plans to formulate policy for students with disabilities and to introduce training in the process of accommodating students with disabilities for the staffs and faculties at both Universities.

**Financing Support Services:** Fund for the support service come from the state or the University. 'It is common for funding support to be received from both sources' as it is reported by Addis Ababa University. Funding can be limited to specific groups. Thus, in AAU and BDU there is a government grant which contributes to living expenses for blind students only and pays for readers who help the blind students during examinations.

In Addis Ababa University limited amounts of funding and material donation come from voluntary bodies or private sources like NGO's and Charities. In BDU, it was also stated that volunteers are used to support students with disabilities in their studies and examination; while there is not funding as such. However, this voluntary support can be an important element of support and one that may occur more widely than reported.

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### 4.2.3 Entrance Procedures for Students with Disabilities

There is no any specific admission procedure or restriction for students with disabilities in AAU and BDU, though both referred to assisting Students with disabilities in choosing an appropriate course. In addition, Addis Ababa University referred to policy of affirmative action in the form of modified entrance criteria and preferential treatment in the choice of subjects.

Modified entrance criteria in AAU entailed exemption from certain subjects i.e. blind students are not required to have passed mathematics in the school leaving certificate. Similarly, preferential treatment is cited by AAU in such a way that students with disabilities are assigned to the department of their first choice provided that they meet the minimum requirements. Bahirdar University also reported that the preferential treatment procedure is implemented to some extent in assigning departments for students with disabilities.

### 4.2.4 Environmental Situation for Students with Disabilities

Information was sought on the extent to which students with disabilities had access to study and living environments and what adaptations has been made to facilitate them. Responses necessarily reflect the number of students with disabilities on campus and the pattern of their disabilities as well as the physical nature of the campus the buildings on it; blind students and those with physical disabilities have different requirements.

Responses are grouped by study environment, other environmental factors, living accommodation, and transport and catering are discussed below. Both Universities referred to aspiration or even plans to improve the environment for students with disabilities. However, at this time the environmental condition in both Universities is not suitable for students with disabilities.

**Accessibility of Study Environment:** This section describes the extent to which students with disabilities at AAU and BDU were able to access lecture halls,

laboratories, libraries and so on. It was reported that full access was unavailable in all kinds of buildings in the Universities.

The Informant from AAU reported that students with disabilities have problem in accessing the larger portion of the physical environment in the University. Especially, the problem is more difficult for Students with disabilities, when examinations, lectures or other academic events are conducted in the upper floor of the buildings. Because, almost all the buildings in AAU do not have elevators or any other means which facilitate disabled students ability to access the buildings. The informant from AAU stated that, students with disabilities always seek help to access the buildings and this is a common phenomenon that we see in our day today activities in the University compound. The informant added that it is not difficult to see students with disabilities asking for help from passers-by. On the other hand, in the dinning hall at AAU, students with disabilities are served on their tables. Similarly, in the dormitories, the students are accommodated in the ground floor to avoid climbing stairs. But, some times when the rooms are full the students may be also assigned in the upper floors.

On the other hand, the informants from Bahirdar University repeatedly stressed the point that the University is new and consideration for students with disabilities is at a very minimal stage. Further, it was stated that almost all the buildings at the University except some old ground floor buildings are not easy to be accessed by students with disabilities. Adding to this, the informant said, “To talk frankly, a student with disability may be assigned a lecture or an examination at the top floor of the buildings. So the students mostly seek others help to access the buildings.” The informant from BDU also reported that there were no special menus or tables for students with disabilities at the student cafeterias and lounge. Students with disabilities are served in the same way with other students.

**Academic Support:** Academic learning is the primary activity of universities and is a key focus for support. Responses to questions in this area were rather a brief but a reasonably clear outline picture emerges.



AAU and BDU allow students with disabilities extra time for their studies. However, both Universities drew attention to the need to ensure that the degree awarded to a student with disabilities was comparable to a standard degree. Addis Ababa University cited the availability of technical equipment. There is also modification to the examination procedures in both Universities. That means students with disabilities take their exams separately from the normal students. And students with visual impairment are assigned readers during the examination. The reader's task is to read the exam for the student with visual impairment and also to help the students by putting in to written words of the answers of the questions exactly as given by the student with disability themselves. This is being practiced in both Universities.

Personal assistance can be a very important means of enabling students with disabilities to have a successful university career. This can entail reading and mobility support for blind students, interpreting for students with hearing impairment, and personal care and mobility support for students with physical impairments. Both Universities reported some personal support, but from the information given, it seemed to be generally fairly limited. The responses to the questions are presented below, grouped under study adjustments and pedagogical support.

**Study Adjustments:** The respondents from the two case institution showed that study adjustments for students with disabilities are made in the form of flexible time frame and examination modification. According to the respondents, these amendments are made to help students with disabilities succeed in the educational environment by utilizing their potential in a better capacity

**Flexible Time Frame:** Both Universities reported that students with disabilities are allowed extra period of time to deal with the whole course of their studies. For instance, if students wish to finish the whole program in more than the year provided, it is allowed. They can take limited courses per semester based on their choice.

**Examination Modification:** Both Universities reported modification to examination procedures in the form of additional time and the use of facilitators. Particularly, the

informant from AAU mentioned the availability of modification in the form of oral examination, papers in large print, and Braille. Students with visual impairment in Addis Ababa University have a special examination room.

**Pedagogical support:** For many students attendance in a classroom teaching is not by itself learning. They rather need to actively participate in the over all process of teaching and learning. Similarly, students with disabilities in order to persist successfully in the teaching learning process, their needs have to be accommodated. Accordingly, in the interview conducted, the investigator has tried to explore the supports provided for students with disabilities in the course of classroom learning and teaching at Addis Ababa and Bahirdar University. The findings are presented and analyzed in major themes as follows.

**Tutor/Assistant:** Addis Ababa University referred to the availability of a limited personal assistance to facilitate students with disabilities in their learning. Up on the request of students with disabilities the disability service centre at Addis Ababa University offer assistance from topics ranging from choice of majors and assistive technology (media) to academic assistance. On the hand, at Bahirdar University, there is a general tutorial for academically weak female students and other interested ones. However, there is no any special tutorial for students with disabilities.

**Adapted Texts:** Addis Ababa University referred to the availability of adapted texts and materials for students with disabilities. Most often these referred to materials for students with visual impairments, either brailed text or recorded materials. There is no any provision of such kind at Bahirdar University

**Technical Equipment:** The technical equipments available for students with disabilities at AAU include: Jaw software, Braille software, Braille printers, Speech sensitizers, Recording devices, CD ROMs, Scanners, hearing aids, and computers. In contrast to this, at BDU there is no any kind of technical equipment for students with disabilities.

**Training in the Use of Equipments:** Due to the recent establishment of the centre for disability services at AAU, students with disabilities are offered with training in the use of computers when they arrive at the University. And students with visual impairments are taught Perkins Brailers individually and students with hearing impairments are taught to operate audiometers.

#### **4.2.5 Social Activities for Students with Disabilities**

In AAU there used to be an association called 'Friends of the Blind' which assisted the blind students in their academic, economic, social, personal and psychological problems. Unfortunately, the association is not active anymore. And, in BDU, it was reported that students with disabilities are not yet considered as a group.

#### **4.2.6 Future Plans for the Development of Provision for Students with Disabilities**

Plans for improving services for students with disabilities have been discussed briefly. In AAU the centre for disability services is preparing to offer a number of services including educational assessment and intervention; student support service such as tutoring and counselling, administrative support, life centred career development, education knowledge, support for college faculty to accommodate the need of students with disability. The University is also trying to develop policy and regulation related to students with special educational needs. And similarly, BDU has put as a plan that policy should be formulated for students with disabilities and there is no any specifically stated type of provision or service to be organized.



## **5. DISCUSSION , CONCLUSION AND RECOMMENDATIONS**

This chapter presents the interpretation of the results of the quantitative analysis of the survey, in combination with the results of the qualitative analysis of the interview study. The theoretical and practical backgrounds, from the first two chapters, have been also considered. The discussion of the major findings of the present study is followed by the presentation of the implications drawn and recommendations.

### **5.1 Discussion of the Findings of the Survey and Interview Study**

In this section, the results of the survey and the interview study have been combined in such a way that they supplement each other in the effort made to examine the current state of policy and provision for students with disabilities in the Ethiopian higher institutions. This was made despite the distinction in the quantitative and qualitative analysis approach followed in the two sets of data. The results of the qualitative analysis of the qualitative data and of the quantitative analysis of a quantitative data can be combined at the interpretive level of research, but each data set remains analytically separate from the other (Caracelli & Greene, 1993).

Both the survey and the interview study have generated numerous findings, however, only some aspects have been singled out for discussion based on the guiding questions and purpose of the general study. These aspects are discussed under four major headings: the prevalence of students with disabilities; disability support staff and institutional structures; current policy and provision for students with disabilities; and the future directions in disability sensitive policy and provision in Ethiopian higher institutions.

### **5.1.1 Prevalence of Students with Disabilities in Ethiopia**

Until 1990's most universities in the world were virtually inaccessible to students with disabilities and staff (Gilmore, Bose & Hart, 2001). Though much has changed over recent years with regard to disability and higher education world wide, the situation of students with disabilities in Ethiopian institutions seems to be still very dire. From the findings presented in chapter four of this study, it is possible to determine that students with disabilities in Ethiopian institutions are facing continuous hindrances in their effort to access, persist in and complete their higher education.

Disability is understood differently by the various institutions in Ethiopia. As shown in Table 3 of chapter four, 73% of the private institutions and 50% of the public institutions in Ethiopia virtually have not formal definition of disability. From this it may be possible to imply that the institutions in Ethiopia are far from recognizing the importance of accommodating students with disabilities. Even those institutions which mentioned the availability of a sort of definition referred to a very specific and incomprehensive definition of disability.

It is believed that the combination of poverty, ignorance, war, famine and drought with the absence of adequate preventive and rehabilitation services have produced high prevalence of disability in Ethiopia. Moreover, due to socio-cultural and other factors, disability is the least known and the most neglected issue in the country. Data concerning the prevalence and the current situations of persons with disabilities are fragmentary, incomplete, and sometimes misleading. The National Baseline Survey that was conducted in the country revealed that the prevalence of disability is about 2.95% (Tirusew et al., 1995). It is also estimated that less than 1% of children and students with special needs get access to primary education (Mamo Mengesha 2001, Tirussew et al. 1995, Tirussew 2006 In: Ministry of Education 2006, 7-8). Among these students with disabilities who access primary schools in Ethiopia, a few of them continue to secondary schools and only the very lucky once access higher education.

The findings of the present study showed that the proportion of students with disabilities accessing the Ethiopian institutions is very negligible. Though it was not possible for the present study to generate accurate proportion of students with disabilities in Ethiopian higher institutions due to the absence of proper documentation, even the largest and oldest institutions indicated that the proportion of students with disabilities is less than 0.5% of the total student population. Furthermore, some of those institutions which did not respond the questionnaire reported the complete absence of students with disabilities unlike those who mentioned insignificant prevalence of the students. Similarly, the interview study conducted in AAU and BDU, which are the largest and oldest universities in the country, showed that students with disabilities are highly underrepresented. Additionally, this interview study indicated that the absence of reliable and comprehensive information about students with disabilities is a considerable barrier to the planning and monitoring of provision.

### **5.1.2 Disability Support Staff and Institutional Structure in Ethiopia**

The survey and the interview study conducted showed the absence of any kind of disability support staff in the Ethiopian institutions. All but one public institution and all private institutions which participated in the survey study reported that they do not have a disability officer/coordinator or advisor. Another factor affecting persistence and retention of students with disabilities, in the Ethiopian institutions, is that faculty member and other academic personnel are unaware of disability needs and supports. The limited awareness of the need of people with disabilities prevents staff members and other academic personnel from providing the most suitable approach to enhancing the access and ability of students to learn (HEATH, 1999).

The survey study showed that almost all public institutions and private institutions in the country do not have any kind of staffing and structures in place to deal with disability issues. Similarly, the interview study in AAU and BDU also showed a similar problem. In the interview study, Addis Ababa University reported the

availability of disability support office. The disability office in Addis Ababa is the only and first of its kind in the country. The other university in the interview study, Bahirdar does not have any special accommodation or support service for students with disabilities. From these all data, it is possible to infer that even those students with disabilities, who managed to access, are finally overlooked by the institutions.

### **5.1.3 Current Policy and Provision for Students with Disabilities in Ethiopia**

Despite the obstacles in accessing and persisting in Ethiopian institutions, there are still students with disabilities attending various programs. Accordingly, the present study has tried to examine the current policy and provision for those students with disabilities in the institutions.

The *Constitution of the Federal Democratic Republic of Ethiopia* outlines the rights of citizens to equal access to publicly funded services and the support that shall be given to accommodate the needs of persons with disabilities (FDRE 1994, article 41 sub articles no.5 and no. 50). Moreover, the key documents of the Ministry of Education such as *The Education and Training Policy* (ETP, 1994), *Education Sector Development Programme III* (Ministry of Education, 2005), *General Education Quality Improvement Programme* (MOE, 2007) and particularly the *Special Needs Education Programme Strategy* (MOE, 2006) state the goals of special needs and inclusive education, mainstreaming SNE issues and demands for better quality in education of all children, children with special needs included.

However, the findings of the survey as well as the interview study showed that none of the institutions has a policy statement for students with disabilities. Though very small proportion of the institutions, which participated in the survey, mentioned the availability of provision for students with disabilities, this provision is in its infant stage and very minimal.

**Current Policy for Students with Disabilities:** - all institutions which participated in the present study reported that they do not have general policy statements for



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students with disabilities, however, certain sections in the policy of some institutions slightly address the issue of disability. For instance, Table 5: in chapter four showed that 36% of the private and 75% of the public institution, which take part in the survey study, have admission policy and procedure that specifically addresses the need of students with disabilities. Similarly, 27% of the private and 75% of the public sectors have institution wide policy and procedure covering examination and assessments, which address the need of students with disabilities. On the other hand, Table 5: apparently showed that in the other policy areas students with disabilities are not considered by all private institutions which participated in the survey study. And 13% of the public institution showed some attempts to include the issue of students with disabilities apart from the aforementioned policy areas. In actual case, it was only Addis Ababa University which attempted to refer students with disabilities in relatively wider policy areas.

The findings from the interview study in AAU and BDU also showed the same result. Addis Ababa University, which is the largest and oldest institution, has tried to mention students with disabilities in a relatively more areas of policy, though issue of disability is described in a very shallow and narrow sense. In general, it would be sound to stress the point that the issues of students with disabilities in the Ethiopian institutions' policy are highly overlooked.

**Current Provision for Students with Disabilities:** One of the important components of an education system is the student body. How well this student body is served in the academics, social and cultural spheres will, among other things, define the nature and characteristics of the institutions thereby its graduates (Adams and Brown, 2006).

The provision of better amenities to students, with in the limits of the available resources, will create an improved atmosphere for the social and cultural activities of students and will also be an important function of the institution by significantly contributing to the enhancement of its educational purpose. (Brinkerhoff, 1994) With the above conducive educational environment in mind, one may still proceed asking

what the situation with students with disabilities in Ethiopia looks like. The results of the quantitative analysis and qualitative analysis are discussed in the following paragraph showing the provision available for students with disabilities in Ethiopian higher institutions is very minimal.

With the exception of special schools for VIS at the elementary and high school level, the educational system in Ethiopia is integrated for normal and disabled students. Hence students share the same classrooms, resources, facilities, services and take the same courses. Unfortunately, educational settings such as, the buildings, the library collections, facilities, services, recreational centres, organizational hierarchy, curriculum the teachers, in fact, everything is built and organized for normal students to the point of excluding students with disabilities. (Simon, 2003)

The survey in the present study showed that almost all private and public institutions do not have any kind of provision for students with disabilities. It was only in Addis Ababa University, as showed in the interview study, that some attempts were made to accommodate the need of students with disabilities. The rest of the institutions are far from considering the needs of students with disabilities in any of their programs. Far more worse in the case was that some institutions reported the total absence of students with disabilities. According to MOE (2006), The small number of students, who with great individual efforts, passed successfully through all the barriers in primary and secondary education, encounter new and more serious barriers in post general education, i.e. technical and vocational education and training (TVET), and higher education; The TVET programs have predetermined rules imposing restrictions on candidates with special educational needs.

The investigator also from his experiences as academic staff and student at one of the Ethiopian institutions would like to witness the sufferings of students with disabilities. For-example, most of the buildings in the institution has no any kind of mechanism that facilitates the access of students with disabilities. It was specially a problem when lectures, exams, or other academic activities are in the upper floor of the buildings. Because, this even complicate the problem of the students for they will

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always need the help of other people. Even if they manage to access the buildings, the inside of the buildings are equally ill prepared to entertain the needs of students with disabilities.

Generally, it would be sound to conclude that higher education in Ethiopia for students with disabilities is ‘heaven’ to access and ‘hell’ to persist. Affirming this MOE (2004) stated that further education programs are not facilitated for students with special educational needs; due to lack of support, the majority of students with disabilities are left with out any opportunity to continue their studies. Consequently, their participation in work life and broader society is seriously limited.

#### **5.1.4 Future Directions of Ethiopian Institutions in Disability Issues**

Ethiopia is a country where social welfare and social security services are found at an infancy stage; as such services cover an insignificant proportion of the population. The social group that are not receiving the services are exposed to problems of social life and facing difficult situations. Even though poverty is considered as the underlining cause to all existing problems, structural and policy issues are also barriers to effective and sustainable social welfare and security programs. Ethiopia, for example, had no social welfare policy until very recently. Realizing the problems the government is currently giving due attention and many practical interventions are under way. Among others the following are cited as an example:

- The Ministry of Labour and Social affairs, being aware of the negative impact brought about by the non-existence of social welfare policy in Ethiopia produce a new Development Social Welfare Policy in the year 1997. The policy indicates the intention of the Government and gives only general guidelines and directions in assisting vulnerable groups of society to become self-reliant. It aims at creating an enabling environment through which these groups can participate for the betterment of their own life. (MOE, 2007)

- In line with the provisions under the policy and the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, a National programme of action concerning persons with disabilities has been formulated. The objective of the action programme is to provide the most appropriate rehabilitation services for PWDs and it encompasses prevention of disability at national level with the involvement of relevant government and non government bodies engaged in the field of rehabilitation of PWDs. (MOE, 2006)

In addition, based on the above documents mentioned as well as the country's objective reality, a five years strategic plan for PWDs has been drafted that could be effectively implemented. This strategic plan can be taken as a guiding document for the next five years. On the other hand, it is intended to make this strategic plan complete and comprehensive through continuous monitoring, evaluation and acquired experiences. To this effect the five years strategic plan has launched various activities, among others (MOE, 2008).

- Implementing the National programme of action concerning PWD's.
  - Collecting, compiling and organize data on disability issues.
  - Organizing and conducting advocacy and awareness promotion activities
  - Conduct Study and research activities
  - Strengthen prosthetic orthetic production centres and open new once.
  - Capacity building particularly, training, provision of materials, programme and project preparation, finance and administration.
- The constitution of Ethiopia under article 41 states that "The Government shall, according to its economic capacity, do it's best to rehabilitate and support persons with physical and mental disabilities, the elderly and children with out parents or foster parents". The fact that the issue of disability has been addressed is an important step forward and there is no doubt that it will have a tremendous impact on future action.

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- In addition to these, the government has been developing various policies such as Education policy, Health Policy, Economic Policy, and Population Policy and has created conducive environment and promising prospects for development in general and for the wellbeing of people with disabilities in particular.

In accordance to the aforementioned measures at a national level, the higher institutions, which participated in the survey of the present study, also mentioned their plan to address the need of students with disabilities. As shown in Table 8: Especially, most public institutions have definite written plan to address the need of students with disabilities. On the other hand, most private institutions seem far from considering students with disabilities. It was only quarter of the private institutions, which answered the questionnaire, which reported that they have definite plans to develop policy and provision for students with disabilities.

In the interview study, AAU disability and career centre has reported detailed and definite written plans for students with disabilities. This is the first of its kind, which should spread to the other institutions. On the other hand, BDU mentioned plan to address the need of students with disabilities, but was not clearly described.

Generally, though it is possible to report that some of the institutions in Ethiopia have future action plan for issues related to students with disabilities, the plans as viewed by the investigator are very shallow and not detailed well. Taking in to account the existing realities in the institutions, the investigator believe that there should be more than saying “We will have Policy for students with Disabilities”. As it has been mentioned in the previous chapters, the problem students with disabilities are facing is twofold. Firstly, it is hard to access the institutions. Secondly, even the few and the lucky once who manage to access finally finds it hard to persist because of the physical, economical, social and academic hindrances. Thus, the investigator believes that the institutions must work more than having intentions to formulate policies.

## 5.2 Conclusions

The purpose of the present study has been to explore the prevalence and examine the current state of policy and provision for students with disabilities in Ethiopian higher education. It was not the intent to conduct an exhaustive survey which ground definite statements about current practice. It is possible, however, to point out some key issues and highlight challenging practice based on the findings of the survey and interview in the present study.

- Whilst Ethiopian higher institutions are expanding and increasing the gross student enrolment rates, students with disabilities are still in their old histories. The present study showed that the prevalence of students with disabilities in public institutions remain extremely low and almost non-existent in private institutions.
- Access to higher education become a distant dream for many students with disabilities in Ethiopia, mainly, due the absence of admission policy and procedures; lack of support and preparation in the secondary and primary level; and lack of awareness of disability issues by the general higher education community.
- Additionally, a great disparity in the proportion of students with disabilities has been recognized among institution. AAU has relatively large number of students with disabilities. On the other hand, other institutions reported an insignificant number or total absence of students with disabilities.
- None of the private and public institutions in Ethiopia had any comprehensive disability policy statements. Few public institutions mentioned the availability of disability-friendly admissions and assessment procedures. However, these were reported as very fragmented, unstructured and incomprehensive. Similarly, all institutions had problem in the monitoring of statistics and services for students with disabilities.
- Likewise, all institutions had no financial and human resources to respond to the challenges of students with disabilities. It was only Addis Ababa University

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which was found to have disability service centre with trained support staff: disability officer, administrative support for the disability office service and a senior manager with responsibility for disability matters. The rest of the institutions had no staffing and structure in place to support the development of provision for students with disabilities.

- A clear message from the analysis of the data from the survey and the interview study is that both private and public higher education institutions have no any significant provision for students with disabilities.
- The students are faced with barriers from the physical environment, lack of financial and material support. If students cannot move around the campus or gain access to laboratory, they are effectively denied higher education. As shown by the present study, the physical or material environment in the Ethiopian institution merely provides a context for teaching and learning, and the most potent barriers are those which inhibit the teaching/learning process.
- Academic support for students with disabilities is for many a prerequisite for a successful experience of higher education; physical access may be important but personal assistance is what makes the difference between success and failure at learning. This was found minimal in the Ethiopian institutions.

Based on the above findings of the present study, the investigator would like to conclude that both private and public higher institutions in Ethiopia are currently far from ready to accommodate students with disabilities. This is to mean that the institutions have no policy and provision that enable students with disabilities to access and persist successfully in their higher education adventure. Additionally, the investigator, by taking the current reality in the institutions, would like to conclude that the situation for students with disabilities in the Ethiopian institutions will not improve in a short period of time, unless extraordinary measures are taken by the Government, institutions and other organizations.

## 5.3 Recommendations

Based on the findings of the present study, the investigator would like to put forth the following recommendations relating to possible changes in the process of accommodating students with disabilities in Ethiopian institutions.

### **Addressing Access Issues through the Formation of a Federal Commission: A**

Federal Commission is needed to investigate and resolve discrepancies and issues across secondary and postsecondary institutions and to study and develop solutions for systemic transition problems for students with disabilities.

### **Addressing Access Issues by Providing Information on Postsecondary Education**

**Support and Provision:** A national assessment centre and registry of organized data and information on disability services is recommended. This can enable students and families to better anticipate what supports and services will be needed, and whether they are available, in postsecondary settings.

### **Addressing Participation and Persistence Issues through the Formulation of Comprehensive Disability Policy Statements, personnel preparation and**

**Research:** Disability issues should be clearly and boldly included in all Ethiopian institutions' policy to promote research and training of personnel who work on disability related support and services. And should emphasize recruiting, educating and providing accommodation to teachers with disabilities

**Addressing Financial Aid Issues with New flexibility:** Amendments to higher education proclamation are needed to remove barriers to financial aid for students with disabilities and to provide funds for research, demonstrations, and training on disability-related financial aid issues.

**Specific Points for Higher Education Institutions to consider:** It would also be important for higher education institutions to consider the following specific points, listed in the following (Table 9) in the effort to improve the situation of students with disabilities.



Table 9: Points for Ethiopian Institutions to consider

<b>Policy area</b>	<b>Consider how to:</b>
<i>Entry and Admissions</i>	• Identify the barriers to access
	• Identify the needs of individuals
	• Inform applicants about facilities and support
<i>Physical access</i>	• Promote disclosure as a positive and beneficial option
	• Identify the limitations of existing buildings
	• Find out what can be done through simple measures
<i>Teaching and Learning</i>	• Dismantle existing barriers rather than simply finding ways around them
	• Promote good practice in teaching all students
	• Raise awareness of barriers created by inappropriate methods
<i>Assessment</i>	• Promote staff development in disability issues
	• Clarify ideas of ‘fairness’ in assessment
<i>Support</i>	• Promote equal opportunities for students to demonstrate ability
	<i>Pastoral</i>
	• Support the key role of the disability coordinator
	• Promote awareness of disability issues amongst staff
<i>Finance</i>	• Promote good communications amongst relevant agencies and staff
	• Provide appropriate guidance pre-entry, during course, and pre-exit.
<i>Technology</i>	• Overcome the negative implications of the changing student finance system for students with disabilities
	• Identify appropriate and affordable technology to support students
<i>Monitoring</i>	• Provide training and maintenance appropriate to the technology
	• Evaluate all aspects of provision
	• Provide for student input to monitoring procedures

### 5.3.1 Areas of Future Research

In view of the findings in this study, several areas of further research emerged though only a few are highlighted below:

- The experience of students with disabilities should be assessed at all levels of the Ethiopian education system. The investigator believes that knowledge about students with disabilities and people with disabilities in Ethiopia is scarce. Therefore, it will be very essential to document a thorough and systematic view the experiences of students with disabilities from their own perspectives, and placing it in the context of current developments in the Education system. This study should detail their aims and aspirations. It should tell the obstacles they have met the encouragements they have received and their achievements to date. It also should try to tell how they got to where they are, what has happened to them, what they have done and where they hope to go in the future.
- The current status on accommodating students with disabilities in primary schools, secondary schools and vocational and technical schools should also be assessed. It has been mentioned that only a few succeed to reach higher education. From this it is possible to imply that the students are facing obstacles starting from the lower levels. Accordingly, in order to help policy makers in improving the situation of the students, it is very crucial to assess the existing system and its pitfall starting from the lower level. This study should also assess the over all prevalence of students with disabilities in all levels of the education system.
- The relationship among post-secondary education, vocational rehabilitations and students with disabilities should also be studied. It has been a public secret that people with disabilities are discriminated from getting equal opportunity in the Ethiopian job market, even in cases wherein they have better qualification than the non-disabled candidates. Accordingly, it will be crucial to assess the current situation of vocational rehabilitations for the few students with disabilities who are graduating from Ethiopian institutions.

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# APPENDICES

## Appendix 1: Support Letter from the University of Oslo



UNIVERSITY  
OF OSLO

Department of Special Needs Education

P.O.Box 1140, Blindern  
N-0318 Oslo  
NORWAY

Your ref:  
Our ref: 14/07 ST/db  
Contact person: Denese Brittain [d.a.brittain@isp.uio.no](mailto:d.a.brittain@isp.uio.no)

Visiting address:  
Helga Eng's Building  
3rd and 4th floor

Date: June 5, 2007

Telephone: + 47 22 85 80 59  
Telefax: + 47 22 85 80 21

FACULTY OF EDUCATION

### TO WHOM IT MAY CONCERN:

This is to certify that **AREFAINE, Yared Gebreegziabher** date of birth 29.11.1981, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the degree of Master of Philosophy in Special Needs Education (M. Phil. SNE).

This is a continuous two-year programme run on the "sandwich" principle, which involves periods of study and field work/research in both Norway and the home country. The student has concluded the initial 11-month period in Norway and will be returning to the home country in July 2007 to continue full-time studies/research until 1 January 2008 when s/he returns to Norway for the final part of the degree. The period of study will be completed at the end of May 2008.

The main responsibility for supervising the research, developmental work and thesis remains with the Department of Special Needs Education, University of Oslo, Norway. However, we would kindly request that the relevant authorities give the student the access required to the schools and educational establishments necessary in order to undertake field work and research. We would also be most grateful for any assistance that is afforded to the student which enables her/him to carry out this work, particularly the use of facilities such as access to telephone, fax, e-mail, computer services and libraries at the various educational establishments.

Yours sincerely

Ass. Professor Steinar Theie  
Academic Head of International Master's Programme  
Department of Special Needs Education

Department of Special Needs Education  
Faculty of Education  
University of Oslo, Norway

Institutt for spesialpedagogikk  
Det utdanningsvitenskapelige fakultet  
Universitetet i Oslo  
Norge



## Appendix 2: Questionnaire for Institutional Leaders

### Policy and Provision for Students with Disabilities in Higher Education

This Questionnaire asks about the current policy and provision for students with disabilities at your institution with a particular interest in the management perspective on disability issues. This study is part of the M. Phil thesis in Special Needs Education at the University of Oslo, Norway. The study will serve as a base line for further actions to be taken in relation to accommodating students with disabilities in higher education effectively. The researcher would like to ask that this questionnaire be filled by one of the personnel in the top management of your institution, if necessary with the help of a disability specialist at your institution.

All responses will be treated in confidence and used for research purposes only. No institution or individuals will be named in the final report with out their prior consent. Please complete and return it to the address provided below not later than Feb 15, 2008.

**Many Thanks in Advance for Your Cooperation.**

Please Fill the Form Below (It will serve to make further contacts)

Name _____	
Position _____	
Name and Address of the Institution: _____	
Tel: _____	
Fax: _____	E-mail: _____

Questionnaire to be returned:	All enquiries
Yared Gebreegziabher	Tel : +251918769337
	Fax: +251582205463
P. o. Box- 150433	e-mail: <a href="mailto:yaredga@student.uv.uio.no">yaredga@student.uv.uio.no</a>
Addis Ababa	
Ethiopia	

**NB: This will take 15- 20 min.**

---

## Policy & Provision for Students with Disabilities in Higher Education

### A. Defining Disability

- How is disability defined by your institution?

- Does your institution's definition of disability Include each of the following categories? Please put a tick mark.(✓)

	Yes	No
- Dyslexia	<input type="checkbox"/>	<input type="checkbox"/>
- Deafness	<input type="checkbox"/>	<input type="checkbox"/>
- Other hearing Impairments	<input type="checkbox"/>	<input type="checkbox"/>
- Blindness	<input type="checkbox"/>	<input type="checkbox"/>
- Other Visual impairments	<input type="checkbox"/>	<input type="checkbox"/>
- Mobility Impairment	<input type="checkbox"/>	<input type="checkbox"/>
- Psychological Difficulties	<input type="checkbox"/>	<input type="checkbox"/>
- Chronic Medical conditions	<input type="checkbox"/>	<input type="checkbox"/>
- Multiple Disabilities	<input type="checkbox"/>	<input type="checkbox"/>
- Others	<input type="checkbox"/>	<input type="checkbox"/>

- Please indicate, in the squares given, how many enrolled students there were in each of the following categories in your institution (in the academic year 2006/07).

- Dyslexia	<input type="checkbox"/>	- Mobility Impairment	<input type="checkbox"/>
- Hearing Impairment	<input type="checkbox"/>	- Psychological Difficulties	<input type="checkbox"/>
- Deafness	<input type="checkbox"/>	- Blindness	<input type="checkbox"/>
- Visual impairment	<input type="checkbox"/>	- Chronic Medical conditions	<input type="checkbox"/>
- Other	<input type="checkbox"/>	- Total No of Students at your Institution	<input type="checkbox"/>

### B. Disability adviser/Coordinator

- Does your institution has a disability advisor/coordinator

Yes

No

- If yes, please give a brief description of the role of the coordinator/advisor for students with disabilities

### C. Current Policy and Provision for Students With disabilities

- Does your institution has a policy statement on disability

Yes

NO

It would help us with our research if you would send us copies of current policy statement on disability (if the statement is on the process of being revised we would like the existing one) and any other policy documents relevant to students with disabilities. These would be used in the strictest confidence.

Copies of policy document enclosed  Yes  No

---

The following questions in this section ask about **current** provision for students with disabilities in your institution. If you feel the answer to any question is contained in the policy documents that you are sending us. Please simply refer us to the relevant document.

- What procedures are currently in place for dealing with students with disabilities when they are applying to the institution?

- How would you describe the current level of access for students with disabilities (wheelchair users, visually impaired .e.t.c) to the following buildings where more than one building is involved? Please indicate the proportion that is currently accessible.

Teaching accommodations

Library

Toilets

Residences

Sport/leisure facilities



---

Refectory (Cafeteria/ dining halls)

Other buildings (please specify)

- Please give details of any special equipment that you currently provide for students with disabilities.

- Please describe any staff development on disability that has taken place, mentioning which groups of staff have been involved.

- Please describe any advice and support that is available for students with disabilities, mentioning which members of staff are responsible for providing this

- Please describe information that is provided for students with disabilities by your institution indicating where and when it is made available and what topics it covers.

- Please describe any assistance offered by your institution to students with disabilities when they are seeking financial support

- 
- Please describe any other provision made for students with disabilities by your institution.

#### **D. Future Changes to Provision for Students with Disabilities**

- Please describe any plans for future changes that will affect provision for students with disabilities.

#### **E. Evaluating provision**

- Please describe any systems that are in place for evaluating what is currently provided by your institution for students with disabilities.

- 
- Are there other comments you would like to make on your institutions provisions for students with disabilities or on the project in general?

## **Appendix 3: Interview Guide**

### **Policy and Provision for Students with Disabilities in Higher Education**

The purpose of this interview is to investigate policy and provision for students with disabilities at Bahirdar and Addis Ababa Universities . The information obtained from this interview will hopefully sensitize the universities and encourage them to take appropriate action to secure equal access for students with disabilities.

This interview is part of the study on ‘Policy and provision for Students with Disabilities in Ethiopian Higher Education’. In addition to the general survey, this qualitative interview is meant to obtain in-depth information about the situation of students with disabilities at Bahirdar and Addis Ababa Universities from the perspective of institutional leaders. These two universities are selected to be targets of the interview study, mainly because they are among the largest and oldest higher education institutions in the country.

Accordingly, the researcher would like to request the cooperation of concerned bodies at these two institutions to assign individuals for an interview and provide relevant documents. The information obtained from the interview will only be used for the study on ‘Policy and Provision for Students with Disabilities in Higher Education’. The data from the interview, before put in to use in the study, will be transcribed and presented for the subjects’ approval. The study is part of the M. Phil thesis in Special Needs Education at the University of Oslo, Norway.

Many Thanks in Advance for your cooperation.

**Interview Question**

1. What is the total number of Students with disabilities? What proportion of the total student population is this?
2. How do you describe the support provided for students with disabilities at your Institution?
3. How are the support services for students with disabilities funded?
4. Are there any specific clauses/procedures/restrictions for students with disabilities when applying for admission at the university? If yes, please elaborate
5. How do you describe the accessibility of the study environment at your university (e.g. lecture halls, laboratories, libraries, campus ...e.t.c) and other environmental adaptation (e.g. toilet, telephone, cafeteria/restaurant.)?
6. What facilities do students with disabilities have in their accommodation? Do they have adapted rooms and assistance for daily living (e.g. household assistant, nurse, and transport assistant)?
7. How do students with disabilities use transportation to and from campus and within campus?
8. Are there any adjustments made for students with disabilities ( e.g. time frame, exam arrangements, content of Education ..e.t.c)?
9. Do students with disabilities get any educational support (e.g. a tutor/technical equipments/adapted study materials) ?
10. How does the university encourage students with disabilities to participate on an equal basis in academic and/or social activities?
11. Do you have career services/ counselling in general? For students with disabilities?
12. What are your future plans with regard to students with disabilities?

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## Appendix 4: List of Accredited Universities and Colleges in Ethiopia

1. Abbiyi Addi College of Teacher Education
2. Adama University
3. Addis Ababa Commercial College
4. Addis Ababa University
5. Addis College
6. Admas College
7. Adoa College of Teacher Education
8. Adwa Teachers College
9. Africa Beza College
10. Africa University College
11. Alage College
12. Alem Business College
13. Alfa College of Distance Education (Harar)
14. Alkan Health College
15. Ambo College of Agriculture
16. Arba Minch University
17. Arte Ethiopia College
18. Atlanta College
19. Atlas Dental College and Pharmacy Schools
20. Awassa College of Teacher Education
21. Aweliya college
22. Axum University
23. Axum Nursing College
24. Awasa Adventist College (Awasa)

### B

1. Bahir Dar University
2. Bahirdar Medical College

3. Bale International University
4. Betel Medical College
5. Betezta College of Medical Science
6. Beza College
7. Blue Nile College

### C

1. Central Health College
2. Century University College
3. CPU College
4. Computer Science and Business College
5. Commercial College of Addis Ababa

### D

1. Dandii Boruu University College
2. Debut University
3. Debut Ethiopia College of Teacher Education
4. Debre Berhan University
5. Debre Markos University
6. Defence University College
7. Dessie college of Teacher Education
8. Dessie-Kombolcha University
9. Dilla University
10. Dire Health college
11. Dire-Dawa University

### E

1. Eprom Technology College
2. Ethiopian Adventist College
3. Ethiopian Civil Service College
4. Ethiopian Management Institute (EMI)
5. Ethiopian University College

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6. Evangelical Theological College

F

1. Fura Collge

G

1. General Para Medical College (Awasa)
2. Gondar University
3. Gondar College of Teacher Education
4. Grace College of Business and Computer Science
5. Graduate School of Telecommunications & Information Technology

H

1. Hashenge College
2. Haramaya University
3. Harar agro Technical College
4. Hawasa University
5. Hayat Medical College
6. Highland College
7. HiLCoE College
8. Hope University College
9. Horn of Africa College
10. HZ college
11. Gambella Teachers and Health Science College

I

1. Infonet College
2. International Leadership Institute

J

1. Jijiga University
2. Jimma University

K

1. KEAMED Medical College

2. Kisama Africa University College
3. Kotoebe Teachers' Education College/Kotebe College of Teacher Education
4. Kunuz College

## L

1. Lucy College

## M

1. Medawolabu University College est.2006
2. Medico Health College
3. Mekelle Institute of Technology
4. Mekelle College of Teacher Education
5. Mekelle Nursing School
6. Mekelle University
7. 'Menschen fur Menschen' Harar Technical College
8. Meserete Kristos College[1]
9. Michew Technic College
10. Microlink College
11. Millenium College
12. Mizan Teferi University
13. Moger Collge

## N

1. National College
2. Nazareth College of Technical Teachers (NCTTE)
3. Nekat Engineering College
4. Nekempt (Wollega) University
5. Nelson Mandella Colloge
6. New Abyssinia College
7. New Generation College
8. New Millennium College
9. Nile College (Mekelle)



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10. Nile College (Gonder)

11. Nur Selam College

Q

1. Omega Health College

2. Orbit IT College

P

1. Pan African College

2. People to People College (Harar)

3. PESC Information Systems College (Addis Ababa, Ethiopia)

4. Poly Institute of Technology (Mekelle)

Q

1. Queen's College (Addis Ababa, no affiliation with the US Queens College as previously stated)

R

1. Rift Valley University College

2. Royal College/Ethiopia

S

1. Saint Mary's University College

2. Samara University

3. School of Fine Arts & Design

4. School of Medicine Laboratory Technology

5. Selam Nursing College

6. Selihom Nurses College

7. Semera Health College

8. Sheba Info Tech & Business College

9. Soddo University

10. S.O.S Herman Geminer Nurses' Training school

11. SOFTNET Computer Science & Business College

T

1. Theological College of the Holy Trinity
2. Tigrai College
3. Top College
4. Tropical College of Medicine

U

1. Unity University College
2. Universal Medical College
3. Urban Planning College (Ecole)

W

1. Wondo Genet College of Forestry

Y

1. Yenegewsew Medical college

Z

1. Zhega Business or city university College