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-  Capacity building and staff exchange (Workshop, Presentations, Discussions)
-  Exploring the Situation of Students with Disabilities (Disability Center)
-  Exploring wishes of NGOs about CBR work
-  Workshop Reflection

Fasching Helga and Kramann Michaela

Duration: 25th of February until 6th March 2013

Schedule of the visit

Monday, 25th of February 2013	 Respond - her Workshop (whole day)
Tuesday, 26th of February 2013	 Respond - her Workshop (whole day)
Wednesday, 27th of February 2013	 Respond - her Workshop (half day)  Brothers of God Visit and Discussion
Thursday, 28th of February 2013	 Light for the World Visit and Discussion  Assessment: Transition from school to work for young women and men with special needs Lecture of Fasching Helga for graduate students
Friday, 29th of February 2013	 Handicapped National Visit and Discussion  Counseling (Systemic Approach) between parents and their children/students Lecture of Fasching Helga for university staff and members of the disability center
Monday, 4th of March 2013	 Grounded Theory and Atlas.ti Lecture and Workshop of Fasching Helga and Kramann Michaela for graduate students and university staff  Disability Center Round Table
Tuesday, 5th of March 2013	 Participation of children in research Lecture of Michaela Kramann for graduate students  Meeting with staff Preparation of common presentation at the ECER conference & future staff exchange

Detailed Report on Activities

Capacity building and staff exchange (Workshop, Lecturers, Discussions):

- ✚ Lecture on 28th of February 2013, 2-3pm, Nelson Mandela Building, Room 304, AAU for graduate students
„Assessment: Transition from school to work for young women and men with special needs“
- ✚ Lecture on 29th of February 2013, 2-3pm, Nelson Mandela Building, Room 304, AAU for university staff and members of the disability center
„Counseling (Systemic Approach) between parents and their children/students“
- ✚ Lecture and Workshop on 4th of March 2013, 9-12am, Nelson Mandela Building, Room 304, AAU for graduate students and university staff
„Grounded Theory and Atlas.ti“
- ✚ Lecture on 5th of March 2013, 2-3pm, Nelson Mandela Building, Room 304, AAU for graduate students
„Participation of children in research“
- ✚ Meeting and Discussion with staff about conference presentations and research

Because of the sophisticated use of quantitative methods and the positivist background of the department of special needs education at AAU they asked for a lecture on qualitative methods, especially the grounded theory methodology (including Kathy Charmaz constructivist Grounded Theory) and a computer assisted qualitative data analysis software (atlas.ti). Additionally the participatory focus on research with children was presented for demonstrating the demand and some ways of involving marginalised groups in the research process itself.

Second, practical issues were seen as relevant for the university in reliance to the topic of the Respond-her project. Therefore an assessment instrument for vocational rehabilitation/participation for people with disabilities was not just demonstrated but also handed over to the university; also the systemic counseling approach between parents and children/students was presented and discussed. Finding ways of connecting practical and theoretical issues was of great importance, not just for the students and staff of the AAU but also for the NGOs, working with CBR-workers whose qualification is not yet certified and whose demand for training could be handed over to the higher education sector.

The lectures and the workshop were planned for different target groups, according to the interest of the different groups, ranging from graduate students over the university staff to the more practical work of the Disability Center. In all subjects literature was brought in order to broaden the universities access to relevant literature on the presented issues and the assessment was handed over to the department of special needs education.

The discussion with the students were very interesting and focused e.g. on the international comparison of the situations of people in education, on law regulations and on practical implications. It was especially fascinating having so much students with disabilities and women in class who actively participated in the discussion. The class composition seemed to be very diverse. Also a sign language translator was present during a lecture. We were very impressed by the critical reflections of the students and the adaptations made for students with disabilities.

For the next teaching exchange in Austria the expertise of the Addis Abeba University shall be used. So there will be a lecture on quantitative methods, used in a phd thesis. Additionally the future presentations at conferences will focus on the Respond-her topic as well as on the reflection on international cooperation projects as well as international comparison studies.



Exploring the Situation of Students with Disabilities (Round Table in the Disability Center)

In the disability center lots of challenges and also successful adaptations for students with disabilities were presented and discussed.

At AAU there are 348 students with disabilities (mostly visual impairment, followed by physical impairment and hearing impairment). The big amount of students with visual impairment represents the number in the overall population in Ethiopia (7-8%).

For the realisation of people with disabilities' inclusion at university there is a need for human resources as well as for adapted technology (esp. Braille materials), for prosthetic materials and a rehabilitation center within university, for strategies about inclusive education (e.g. know how of teaching strategies) and for a better accessibility of university's social life (cafeteria, library etc.).

Already the overall situation in the field of education is a challenge for students with disabilities. Individual everyday fighting in an orally dominated education sector enables some students with visual impairment to get higher education in Ethiopia. But there is a missing Braille background in most schools, especially when children live in villages. Most students can't read and write Braille when they enter university so that a short basic skills training (reading, writing Braille) is arranged for them. One way of improving people with visual impairment's life would be a digital library so that access to relevant literature and materials can be provided.

For students with hearing impairment one interpreter in each class is available and sign language can be learned in the sign language department. Outside the department of education, e.g. if you look at the natural science sector, there are no interpreters available because there is not enough budget from the government for the interpreters. But 30 staff

members are learning sign language during weekend and vacation time. Photocopy service, amplifier for hearing aid for 10 students etc. is provided but it is difficult having to get the audiometry from other countries.

For students with motor impairment there are special washing rooms/toilets reserved for wheelchair users. Also an assistant and a driver are provided for the students and new ramps are built. Therefore a decrease of some barriers was able to be reached which is a good starting point but as already mentioned lots of areas are nevertheless hard to reach, especially when it comes to social university life and prosthetic materials should be able to be produced.

For deafblind students there exists a project with the Netherlands which provides a training for the disability center.

An awareness program takes place at different levels, the top management level of university (ministry), the medial level of managers (e.g. deans), the lower level (e.g. experts), the student level and the university community level (e.g. big events).

Additionally there is a training for students which involves capacity building (e.g. life skills, study skills) and an orientation and mobility training. Furthermore mentorship is an important area of support. There exists a „live talk show“ where students show their ability to the university society. Also job hunting skills and network building with companies, organisations are one support area. The international day for people with disabilities is a good way of celebrating the student's own day. There are inclusive trips at the end of the semester, sport games in all universities where students with disabilities participate etc. Another quite interesting issue is financial support through monthly pocket money (120 birr) and an annual payment of 500 birr for sanitation, clothing etc. as well as payment for exam accommodation.

In sum we experienced lots of engagement and successful ways of facilitating student's access to university life but also a big need in further support, especially when it comes to knowledge of inclusive strategies and technology as well as materials within university, human resources and better accessibility for social life which we found to be of major relevance in AAU. We saw lots of students sitting around in the campus, having lively discussions and interaction. Being part of the community is of big importance for the inclusion of students with disabilities in academic and social university life. We were quite impressed about the student's engagement in critical discussion and interaction.



Exploring wishes of NGOs about CBR work (see also other report) and further discussions and meetings

In sum the relevance of CBR workers was highlighted and we got really interesting insights into the life of families. There is a need of linking practical and theoretical issues and to work together for improving the people's life. We were very thankful for seeing all the engagement and for getting so much information about the work on the grassroots level. It made it quite clear how important it is to get to the community level for reaching the people and also how important it is that technology and materials can be provided within the country itself and that there has to be a way to appreciate and certify the already skillful work that is done.



Workshop Reflections (see also other report)

We experienced a secure and open atmosphere in which also problems could be discussed and solutions were found. It was interesting to overcome some intercultural misunderstandings and to have such a productive and intense workshop.