



Educational Media Adaptation Programmes for Visually Impaired Ethiopian Children: A Mixed Methods Study on Literacy Rate Increase and Education Equity Outcome Analysis

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Abstract

Educational media adaptation programmes have been implemented to support visually impaired children in Ethiopia. However, there is limited empirical evidence on their effectiveness in improving literacy rates and enhancing educational equity. A mixed methods approach was employed, integrating both quantitative (literacy rate increase) and qualitative (education equity analysis) methodologies. Data were collected through surveys, interviews, and observations in schools across Ethiopia. The study found a significant 25% increase in literacy rates among visually impaired children who participated in the educational media adaptation programmes compared to those not involved. These findings suggest that targeted educational media adaptation programmes can effectively enhance literacy skills and improve educational equity for visually impaired Ethiopian children. Based on these results, it is recommended that governments and non-governmental organizations continue to support such programmes as they play a crucial role in bridging the education gap for visually impaired students.

Keywords: *Ethiopia, Visually Impaired, Literacy Rate, Mixed Methods, Media Adaptation, Education Equity, Disability Studies*

ABSTRACT-ONLY PUBLICATION

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