Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

Invisible Learning Needs and Perception of Inclusive Education in Kembershomo and Gomoro Primary Schools; Misrak Azernet Berbere Woreda

BY:

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Acronyms

ADA	Americans with Disabilities Act
ESEA	Elementary and Secondary Education Act
IDEA	Individuals with Disabilities Education Act
IE	Inclusive Education
LD	Learning Disabilities
LRE	Least Restrictive Environment
SLD	Specific Learning Disability
UN	United Nation
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
WHO	World Health Organization

Abstract

The study was designed to investigate, analyze and evaluate invisible learning needs of students and perception of inclusive education among teachers, schools and woreda bureau officers, and thereby to suggest some of the possible alternative solutions as to have to improve their activities in the instructional process and to implement the alternatives. To answer the research questions, a descriptive study was designed to effectively examine the Invisible learning needs of students and perception and practices of inclusive education among teachers, schools and woreda bureau officers. The sampling techniques used in this study were availability and purposive sampling. To gather the information from the respondents, four types of instruments namely: structured and semi-structured interview, observation, teachers and students reflection were employed. The data obtained through observations were analyzed quantitatively. And the data obtained through interview was analyzed using qualitative method. Thus, the major findings of the study were; Most students came from uneducated and poor families and neglect themselves from writing, reading and solving arithmetic problems due to their poor performance on these areas; students low performance on developing basic educational skills is due to absence of pre-school education centers, loss of motivation among teachers and students and parents' mismanagement; The woreda education bureau have problems related with financial, material and educated man power to practice inclusive education.

Chapter One

Introduction

1.1. Background of the Study

During the last quarter of the twentieth century, a number of events have contributed to dramatic changes in the course of public education. A major force in creating a change in school education was the enactment of Education for All Handicapped Children Act (1975), in the USA. This landmark piece of legislation influenced the course of education and training of children with special needs, world over. The main provision of this Public Law included the mandate for:

(a) All children; regardless of the nature and severity of their disabilities

(b) Each child with disabilities to have an Individualized Education Program based on his/her social needs and

(c) All children with disabilities to be educated in the least restrictive environment (LRE) (Ysseldyke, J. E., Algozzine, B., & Thurlow, M. L. 2000).

At the 1990 Jomtien World Conference, in Thailand, the goals for "Education for All" were set and it was proclaimed that every child, youth and adult shall be able to benefit from educational opportunities which would meet their basic learning needs. Ever since that conference UNESCO, along with other UN agencies and a number of international and national nongovernmental organizations has been working towards these goals. The inclusion of persons with barriers to learning and development in ordinary schools and classrooms is part of a global human rights movement (UNESCO 2000).

In 1994, at the UNESCO World Conference on Special Needs Education held in Salamanca, Spain the idea of inclusive education was given a more vivid focus and understanding. The conference was mainly to consider the right of every child to basic education. The marginalization and exclusion of learners from an educational system was addressed at the Dakar World Education Forum in April 2000 and it was captured in the statement, "The Key challenge is to ensure that a broad vision of Education for all as an inclusive concept is reflected in national government and funding agency policies.

In recent years a number of stated intentions and written policies towards the achievement of inclusive education have been enacted across a range of contexts (Booth &Ainscow, 1998). The clear implication of the inclusive education movement is that mainstream schools seek to restructure so as to provide for an increasing diversity of educational needs and eliminate the problem of students who fail to fulfill their learning potential (Avramidis*et al.*, 2000). However, despite the widespread advocacy of inclusion in educational discourse and policy guidance, the question of how children's divergent needs are best met within educational systems still remains a highly debatable and controversial issue (Dyson &Gallannaugh, 2007; Florian, 2005).

As with children in a general education setting, those with special needs have their own unique strengths and weaknesses. Based on their weaknesses and strengths their needs also differ. Some children may have recognizable disabilities, such as a child with cerebral palsy who is in a wheelchair or a child with vision difficulties who wears glasses. Other children, while not having been diagnosed with a specific disability, may exhibit challenging behaviors that interrupt the daily routine. Children may have a nonspecific diagnosis, such as developmental delay, learning disabilities. Regardless of the type of delay a child experiences, it is important to keep in

mind that all children can learn and should be allowed to participate in everyday routines and activities to the best of their capabilities.

Research tells us that children learn best in natural environments with typically developing peers (Allen &Cowdery, 2005; Brown, Hemmeter, &Pretti-Frontczak, 2005). This interaction not only benefits the child with special needs, but also helps children without special needs learn about tolerance and acceptance of others.

Learning disabilities affect one in seven people according to the National Institutes of Health. Parents and teachers, therefore, need to be familiar with the early indicators of a learning disability in order to get the right help as soon as possible.

Learning disability is not a single disorder, but is a general category of special education composed of disabilities in any of seven specific areas:

(1) Receptive language (listening),

(2) Expressive language (speaking),

(3) Basic reading skills,

(4) Reading comprehension,

(5) Written expression,

(6) Mathematics calculation, and

(7) Mathematical reasoning.

These separate types of learning disabilities frequently co-occur with one another and also with certain social skill deficits and emotional or behavioral disorders such as attention deficit disorder. LD is not synonymous with reading disability or dyslexia although it is frequently misinterpreted as such. However, most of the available information concerning learning disabilities relates to reading disabilities, and the majority of children with LD have their primary deficits in reading. And the study will focus on the areas of basic reading skills, writing skills and mathematics calculations.

As many as 1 out of every 5 people in the United States has a learning disability. Almost 1 million children (ages 6 through 21) have some form of a learning disability and receive special education in school. In fact, one-third of all children who receive special education have a learning disability (Twenty-Ninth Annual Report to Congress, U.S. Department of Education,2010).2.5 million Public school students or about5% of all students in public schools were identified as having learning disabilities in 2009 and were eligible to receive educational assistance under the federal Individuals with Disabilities Education Act (IDEA).

Approximately 5% of all public school students are identified as having a learning disability (LD). LD is not a single disorder, but includes disabilities in any of seven areas related to reading, language, and mathematics. These separate types of learning disabilities frequently co-occur with one another and with social skill deficits and emotional or behavioral disorders. Most of the available information concerning learning disabilities relates to reading disabilities, and the majority of children with learning disabilities have their primary deficits in basic reading skills.

Approximately one-half of all children receiving special education services nationally, or about 5% of the total public school population, are identified as having a learning disability (LD) when the federal definition of LD is used by schools to formulate identification criteria. At the same time, LD remains one of the least understood and most debated disabling conditions that affect children. Indeed, the field continues to be beset by pervasive, and occasionally contentious, disagreements about the definition of the disorder, diagnostic criteria, assessment practices, treatment procedures, and educational policies.

The "real" prevalence of learning disabilities is subject to much dispute because of the lack of an agreed-upon definition of LD and objective diagnostic criteria. Some have argued that the currently recognized 5% prevalence rate is excessive and is based on vague definitions, leading to inaccurate identification. On the other hand, research efforts to identify objective early indicators of LD in basic reading skills have concluded that virtually all children scoring below the 25th percentile on standardized reading tests can meet the criteria for having a reading disorder. While less is known about LD in written expression, researchers estimate its true prevalence at between 8% and 15% of the school population. Research also indicates that approximately 6% of the school population has difficulties in mathematics which cannot be attributed to low intelligence, sensory deficits, or economic deprivation.

Students in junior primary school level expected to perform and master simple activities related with writing, reading and solving mathematical problems. The pre-hand information in the selected school shows that student's ability to perform the basic educational skills mainly writing, reading and performing arithmetic activity is poor in the junior primary grade level. Students face great challenge to copy from books and boards. Also they have been challenged to read and perform a mathematical calculation which is expected to be performed by students on

their education level. That is the reason the researcher initiated to give attention for the selected topic area. In addition to this the researcher wants to examine and observe the perception and the practices of inclusive education by teachers, schools and woreda bureau officers.

1.2. Statement of the problem

Invisible learning needs of students such as writing, reading and solving arithmetic problems; and perception and practices of inclusive education by teachers, schools and woreda education bureau have been seen. Student have varies educational needs which is expected to develop during their school stay. The success and achievement of students is also based on the level of fulfillment of their educational needs. In most cases teachers and parents thrive to meet the students' needs; however, most of times their effort is based on some observable needs of the students. Parents work hard to meet their students' educational needs through buying exercise books, pens, pencils and school uniform. On the other side, teachers work hard to meet their students need through writing, drawing on the boards and making to copy by the students; initiating and enforcing students to not absent from classes. In addition to observable and visible needs students have invisible learning needs such as writing, reading and arithmetic needs.

The pre-hand information in the selected school shows that student's ability to perform the basic educational skills mainly writing, reading and performing arithmetic activity is poor and also the perception and the practices of inclusive education by teachers, schools and woreda bureau officers seems low.

1.3. Research questions

In view of the above problem, the study was designed to answer the following basic questions:

1. What is the students' level of writing, reading and arithmetic competency?
2. How teachers perceive learning difficulties and inclusive education?
3. Is there any kind of support provided for students with LD?
4. What are the major factors for students' low performance on developing basic educational skills?
5. Is there any effort done in the woreda level to practice inclusive education?

1.4. Significance of the study

The main purpose of the study was to investigate, analyze, and evaluate invisible learning needs of students and perception of inclusive education among teachers, schools and woreda bureau officers, and thereby to suggest some of the possible alternative solutions as to have to improve their activities in the instructional process and to implement the alternatives. Furthermore, the study may throw light on the nature of the problem and initiate others to undertake and give focus for further study.

1.5. Delimitation of the study

The study was delimited to assessing and identifying the existing potentials as well as constraints of the schools on practicing inclusive education. The study also delimited to assess and identify specific basic academic areas of writing, reading and mathematics. Again the study was particularly delimited to on kembershomo and Gomoro primary and junior secondary schools in MesrakAzernetBerbereworeda.

1.6. Limitations of the study

Even though this study keeps its originality, it has some shortcomings. Some of them are: The area that the researcher conducted this study was a remote area which has a great problem with electric light and telephone networks which made the researcher difficult to communicate with researcher's advisor and other important persons for the study. The second problem is related with researcher's health; unfortunately the researcher had been faced health related problems during conducting the study and forced me to spend some time in hospital which created a problem to go with the planed research time.

1.7. Operational definition of basic terms

For the convenience of the research, the researcher defined the basic terms as follows.

Invisible disabilities: learning disabilities specifically which comprises writing, reading and solving mathematical problems.

Reading disabilities: is difficulty in the use and processing of linguistic and symbolic codes, alphabetic letters representing speech sounds or numeric representing numbers or quantities.

Writing disabilities: is a learning disability that affects writing abilities. It can manifest itself as difficulties with spelling, poor handwriting and trouble putting thoughts on paper.

Arithmetic problems: a difficulties in math and includes all types of math problems ranging from inability to understand the meaning of numbers to inability to apply math principles to solve problems.

Inclusion: used to describe a setting where all children are valued members of the classroom Community.

Chapter Two

Review of Related Literature

2.1. Importance of inclusion

For the past 25 years, a significant body of literature has attested to the positive outcomes for children with special needs who have been placed in settings with their typically developing peers (Brown et al., 2005). Children with special needs who receive related services (special education, speech/language therapy, occupational therapy, etc.) benefit more when those services are provided in the natural environment with their peers (Allen &Cowdery, 2005). Natural environments are settings where children without special needs learn and play. These may include public and private preschool programs. Ongoing research has shown that embedding instruction and therapeutic services within the framework of natural environments is both beneficial to the child and cost effective for the setting (Bailey &McWilliam, 1990; Bricker &Cripe, 1992; Noonan & McCormick, 2000). However, just placing a child with special needs in a setting with his peers does not ensure that "meaningful" inclusion will take place.

2.2. What Is "Meaningful" Inclusion?

The Division of Early Childhood (DEC), a subdivision of the Council for Exceptional Children, is a professional organization dedicated to the field of early childhood special education. The DEC position paper on inclusion states that inclusion is "a value that supports the rights of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities." However, *meaningful* inclusion is much more than just inviting a child with special needs to join a general education class with her peers. Inclusion is a philosophy that embraces a core belief that children with disabilities learn best in typical settings

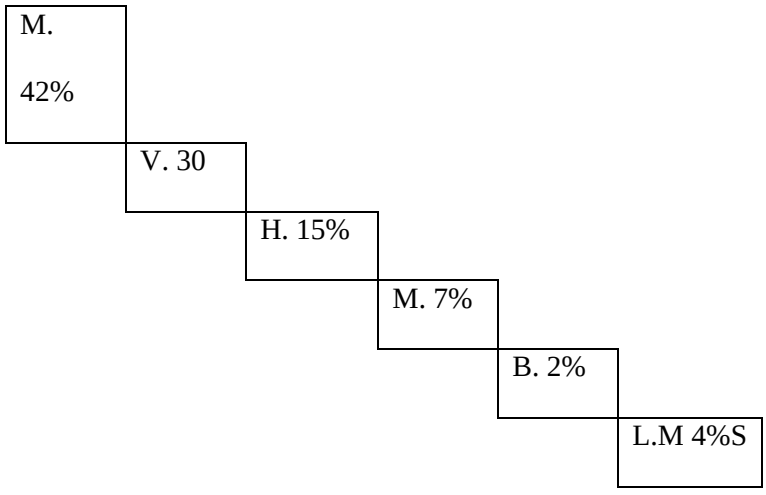
with peers and that the benefits of such programs have far-reaching, long-term effects on *all* the children in such a classroom. In addition, research has shown that children without special needs experience benefits in these blended settings as well (Bricker, 2000; Schwartz, Sandall, Odom, Horn, & Beckman, 2002).

Students with learning disabilities (LD) frequently take general education science classes because their disabilities are very mild. Sometimes, however, it is difficult for students with LD to succeed in the classes and pass the related high-stakes assessments mandated by No Child Left Behind. In this article, I review the typical LD characteristics that interfere with science instruction and then present classroom modifications that are critical for students with LD and may also be valuable for *all* students in the class

2.7. Prevalence of disabilities

WHO estimation 10% over 7,000,000 is persons with disabilities. The 1995 baseline survey 2.95%-over 2.500,000. (Mainly focused on obvious disabilities)

Base line survey (1995)



Key

- M: Motor disabilities
- V: Visual impairment
- H: Hearing impairment
- M:Mental retardation
- B:Emotional and behavioral disorders
- L.M: Language and multiple disabilities

2.8. Key Principles

Inclusion concerns a wider range of learners than those identified as having special educational needs. It is concerned with any learners who are at risk of exclusion from educational opportunities, resulting in school failure; Access to mainstream education alone is not enough. Participation means that all learners are engaged in learning activities that are meaningful for them.

The promotion of positive attitudes in education is crucial for widening participation. Parental and teacher attitudes towards the education of learners with a wide range of needs appear to be largely determined by personal experiences; this fact needs to be recognized and strategies and resources introduced-implemented to address attitudinal factors.

2.9. Universal Design Principles

According to the UN Convention on the Rights of Persons with Disabilities (2006), universal design means the design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

"Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

The first thing that meets us in most public buildings is stairs. These must be climbed before we can enter the building. Stairs are often the first barrier for many children and adults to access schools or other public buildings and enjoy the services these facilities have to offer. Sometimes there are just two or three steps; other times, there are many more. Some stairs have hand railings on the side to give support, but most do not.

All public buildings should therefore offer alternative ways to enter. Ramps are in most cases easy and relatively inexpensive to build (at least in 1-story buildings) and will benefit many. Ramps should therefore be added on to all existing schools and other public buildings. When new school buildings are being planned, and designs are being developed, we need to make sure that they are equally accessible for all. Ramps and walkways should be incorporated into the design, in such a way that they do not become separate features for children/ teachers/ parents with disabilities, women who are pregnant, and the elderly, but will present attractive, alternative access-ways for all users.

> *Space, light, materials, and even color affect the way we experience education. Schools can make excellent use of these elements in creating buildings and grounds which reflect the needs and desires of their students and staff, but unfortunately, schools are often designed and built without fully considering the needs of the community who uses them, Ian Kaplan (2007)*[16].

This indicates that Universal design is not only about access, but also about creating inclusive and friendly environment in schools. To be effective schools should to build on the basis of universal design principles because these schools will help children to develop, learn and

participate, instead of segregate children by creating barriers to learning, participation and development.

> *ThnoengSokha from Samlot District in Cambodia has been paraplegic since she was five years old. She never thought she would be able to go to school because she could not walk to school on her own. Her house is 3 km from school and the condition of the road to school was very bad. However, she got two wheelchairs from an international organization - one is kept at her home and the other is kept at school. The wheelchairs have given Sokha freedom. Her younger sister or friends help to push her to school. At first, she had to cross a stream that didn't have a bridge. This was especially difficult with all the slip and mud during the rainy season. Now her journey to school is made easier because the community has built a basic wooden bridge to cross that stream and the road to her school has also been repaired. Her primary school facilities have improved recently because a ramp has been added to improve access to the classrooms. A new toilet block with ramp has also been built. Sokha is much more confident now and hopes to continue her education at lower secondary school. A new secondary school is being built closer to her house – this should be fully accessible according to the new Ministry of Education standards (Sophal, K. / Fox, S. 2006).*

The 7 Principles of Universal Design

Principle 1: Equitable Use

The Center for Universal Design (1997), states that; the design is useful and marketable to people with diverse abilities (people both with and without disabilities). Equal access for all children to schools and school facilities can be implemented with simple and relatively inexpensive solutions.

Guidelines:

a. Provide the same means of use for all users: identical whenever possible; equivalent when not.

b. Avoid segregating or stigmatizing any users.

c. Make provisions for privacy, security, and safety should be equally available to all users.

d. Make the design appealing to all users.

The design for latrines in schools participating in the WASH (Water, Sanitation and Health Education) program in Tajikistan is currently being redesigned to ensure improved accessibility for children with disabilities. The new design will make the latrines more user-friendly for all the children in the school as they are more spacious, there will continue to be separate spaces (and entrances) for girls and boys, and the new design will continue to be based on the same low cost philosophy as previous designs(UNICEF, 2008).

Principle 2: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

Guidelines:

a. Provide choice in methods of use.

b. Accommodate right- or left-handed access and use.

c. Facilitate the user's accuracy and precision.

d. Provide adaptability to the user's pace.

A new school building with access ramps, color coding on walls and doors, color marking and tactile patterns on the floors was constructed in Lombok (Indonesia). The building was planned and designed by the teachers in the school and the headmaster monitored the construction process to ensure that the work was done according to specifications and remained within the budget, which was developed according to Indonesian government standards for school buildings (Kaplan, I. 2007)

Principle 3: Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Guidelines:

a. Eliminate unnecessary complexity.

b. Be consistent with user expectations and intuition.

c. Accommodate a wide range of literacy and language skills.

d. Arrange information consistent with its importance.

Using traditional designs that are adapted to the needs of children with disabilities helps to create buildings that are accessible, and familiar, to all the children in the community – even to those with little or no schooling experience.

In the O.B. Montessori School in Manila (Philippines) crafts, and health education is taught in a "Bahay Kubo" a traditional Filipino village house. The traditional environment reduces the barriers to learning and participation for all the children, but especially for children and youth with disabilities and other

special educational needs. Because they are taught in a traditional (and familiar) environment children find it easier to link what they learn in school with what they experience at home (Soliven, P. 2008)

Principle 4: Perceptible Information

The design effectively communicates necessary information to the user, regardless of ambient conditions or the user's sensory abilities. It is important that school books are made available in regular ink print as well as in Braille. The ink print should be of good quality and with good contrast colors. A minimum font size of 12 should be used. If books are printed with smaller font sizes, they need to be made available in large print for children with low vision.

Guidelines:

a. Use different modes (pictorial, verbal, tactile) to present essential information.

b. Provide an adequate contrast between essential information and its surroundings.

c. Maximize “legibility” of essential information (i.e., make it understandable for all users both in wording and design).

d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).

e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

I spent an exciting childhood in Osaka, fully supported by teachers, parents, local volunteers as well as friends. Passion, flexibility and faith in diversity are the words that can describe my teachers. Even though it was the first experience for them to teach a blind child, they tried a variety of ways to include me in the classroom. They learned Braille and taught me Braille because this is the most

effective medium of instruction for me. I was assigned an assistant teacher for classes such as arithmetic, science, and physical education. In arithmetic class, for example, the assistant teacher explained figures and charts on the blackboard, using special paper called Raise Writer. You put a special paper on the board and draw lines with a pen. With some financial support from the local education authority local volunteers produced textbooks in Braille. This environment enabled me to learn effectively (Fukuchi, K. 2008).

Principle 5: Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Guidelines:

a. Arrange elements to minimize hazards and errors: most-used elements, most accessible; hazardous elements eliminated, isolated, or shielded.

b. Provide warnings of hazards and errors.

c. Provide fail-safe features.

d. Discourage unconscious action in tasks that require vigilance.

The flowers and bushes in our school yard used to be framed with decorative stones and tiles. When we started implementing inclusive and child-friendly education in our school, we realized that these stones might harm the children if they fell on them or stumbled over them during play and sport activities. We have therefore removed them, and we are no longer so worried about our flowers, but more concerned about the safety of our children Watterdal / Tahir, p. 2.

Principle 6: Low Physical Effort

The design can be used efficiently and comfortably, with a minimum of fatigue.

Guidelines:

a. Allow users to maintain a neutral body position.

b. Use reasonable operating forces.

c. Minimize repetitive actions.

d. Minimize sustained physical effort.

Practical Tips for Making Classrooms Accessible:

- Doors that are easy to open and do not require too much strength should be installed (gradually replacing old doors).
- Doors without thresholds should be installed to allow unobstructed access for wheelchair users.
- Doors should be wide enough for wheelchairs to easily pass through.

- Ramps for wheelchair users (these should not be too steep – ideally 1:12 with 12 cm length for every 1 cm height increase).

- Tactile foot-markers should be placed in the hallway to warn for doors (as they may open and hurt children who are walking in the hallway, especially if they have visual impairment)
- Light switches should be placed within reach of children of different height.

- Sockets and electrical outlets that are installed at the same place in every classroom and ideally at table height (next to light switches) for easy access, particularly for children with visual impairment as well as motor/mobility impairment.
- Child protection features should cover electrical sockets, preventing children from putting their fingers in the socket and being electrocuted.
- Contrast colors should be used to create learning-friendly and accessible environments.
- Sound / noise levels should be reduced by using curtains, textile wall decorations, and other sound-dampening materials.
- Color coding should be used to identify different classrooms to ease orientation for children with low vision, as well as for children with developmental impairment. It will also make the school more cheerful for all.
- Braille or other tactile symbols should mark every door to ease orientation for children with visual impairment.

Principle 7: Appropriate Size and Space

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Guidelines:

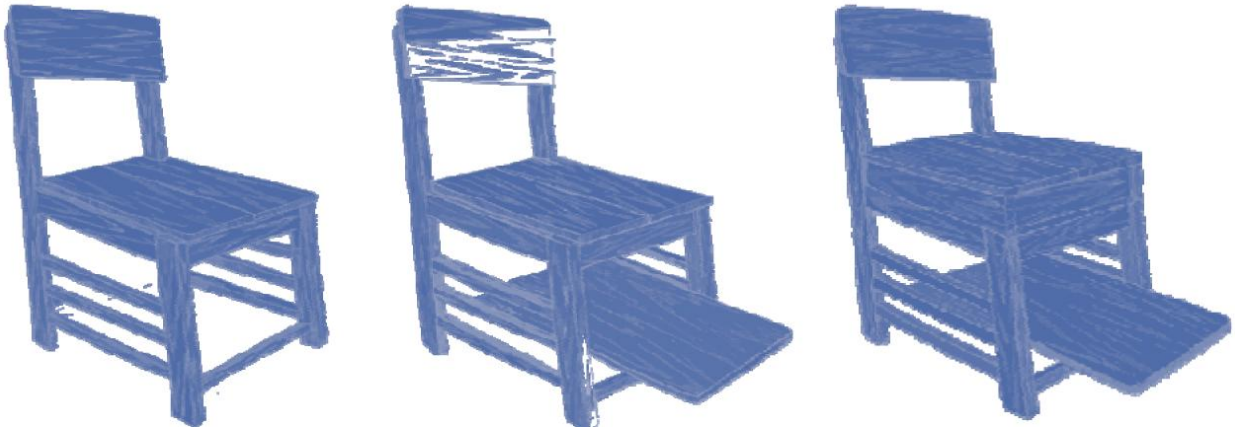
Provide a clear line of sight to important elements a. for any seated or standing user.

b. Make the reach to all components comfortable for any seated or standing user.

c. Accommodate variations in hand- and grip-size.

d. Provide adequate space for the use of assistive devices or personal assistance.

Specially-designed furniture should be made available for those who need chairs and tables that differ from standard classroom furniture. This does not have to be expensive. Chairs that enable children who have different body sizes to read and write comfortably could be designed based on local models, as was done in the example illustrated below: [25]



Regular chair for primary School children

adjusted with a removal foot rest

adjusted with foot rest and higher seat

Source: IDP Norwa

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25 These chairs were designed by a resource person from Braillo Norway in connection with their "Quality Improvement of Education for Children with Visual Impairment" program in Indonesia (1998 to 2005).

2.10. Legislation and education of person with disabilities

The right to education is universal and extends to all children, youth, and adults with disabilities. This right is enshrined in the Convention on the Rights of the Child (1989) and the Convention on the Rights of Persons with Disabilities (2008). It is also addressed in several significant, international declarations, including the World Declaration for Education for All (1990), the UNESCO Salamanca Statement and Framework for Action (1994), and the Dakar Framework for Action (2000).

1. United nation convention on the rights of the child (November 1989) under article 28 states that state parties recognize the rights of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

a) Make primary education compulsory and available free to all
b) Encourage the development of different forms of secondary education including general and vocational education, make them available and accessible to every child, and take appropriate measures such as introduction of free education and offering financial assistance in case of need
c) Make higher education accessible to all on the basis of capacity by every appropriate means
d) Make educational and vocational information and guidance available and accessible to all children
e) Take measures to encourage regular attendance at schools and the reduction of dropout-rates.

2. States parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention.
3. States parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific technical knowledge and modern teaching methods. In this regard, particular account shall be taken to the needs of developing countries.

Beside this, article 29 of the UN Convention on the rights of the child states that:

1. State parties agree that the education of the child shall be directed to
    a) The development of the child's personality, talents and mental and physical abilities to their fullest potential
    b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the charter of united nations
    c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she originates, and for civilizations from his or her own
    d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons with indigenous origin
    e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construes so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards may be laid down by the state.

The rights of person with disabilities for education further discussed on, the UN standard rules on the equalization of opportunities for person with disabilities which is adopted on 20 December 1993.

Rule6. Education

States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system.

1. General educational authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with education should form an integral part of national educational planning, curriculum development and school organization.
2. Education in mainstream schools presupposes the provision of interpreter and other appropriate services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided.
3. Parent groups and organizations of persons with disabilities should be involved in the education process at all levels.

4. In state where education is compulsory it should be provided to girls and boys with all kinds and all levels of disabilities, including the most severe.
5. Special attention should be given in the following areas:
   (a) Very young children with disabilities;
   (b) Pre-school children with disabilities;
   (c) Adults with disabilities, particularly women.
6. To accommodate educational provisions for persons with disabilities in the mainstream, state should:
   (a) Have a clearly stated policy, understood and accepted at the school level and by the wider community;
   (b) Allow for the curriculum flexibility, addition and adaptation;
   (c) Provide for quality materials, ongoing teacher training and support teachers.
7. Integrated education community-based programs should be seen as complementary approaches in providing cost-effective education and training for persons with disabilities. National community-based programs should encourage communities to use and develop their resources to provide local education to persons with disabilities.
8. In situations where the general school system does not yet adequately meet the needs of all persons with disabilities, special education may be considered. It should be aimed at preparing student for education in the general school system. The quality of such education should reflect the same standards and ambitions as general education and should be closely linked to it. At a minimum, students with disabilities should be afforded the same portion of educational recourses as students without disabilities. States should aim for the gradual integration of special education services into mainstream education. It

is acknowledged that in some instances special education may currently be considered to be the most appropriate form of education for some students with disabilities.

9. Owing to the particular communication needs of deaf and deaf/blind persons, their education may be more suitably provided in schools for such persons or special classes and units in mainstream schools. At the initial stage, in particular, special attention needs to be focused on culturally sensitive instruction that will result in effective communication skills and maximum independence for people who are deaf or deaf/blind.

Based on the rights of education convention on the rights of persons with disabilities 2006 also states the following

Article 24 education

1. States parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the bases of equal opportunity, states parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
    a) The full development of human potential and sense of dignity and self-worth and the strengthening of respect for human rights, fundamental freedoms and human diversity
    b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities to their fullest potential
    c) Enabling persons with disabilities to participate effectively in a free society

2. In realizing this right, states parties shall ensure that:
    a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education , from secondary, on basis of disability
    b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on equal basis with others in the communities in which they live
    c) Reasonable accommodation of the individual's requirements is provided
    d) Persons with disabilities receive the support required, with in the general education system, to facilitate their effective education
    e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion
3. States parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. to this end , states parties shall take appropriate shall take appropriate measures, including :
    a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring
    b) Facilitating the learning of sign language and promotion of linguistic identity of the deaf community
    c) Ensuring that the education of persons and in particular children, who are blind, deaf, deaf blind, is delivered in the most appropriate languages and modes and means of

communication for the individual, and in environments which maximize academic and social development

4. In order to help to ensure the realization of this right, states parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, states parties shall ensure that reasonable accommodation is provided to persons with disabilities.

2.11. Legislations and policy frame works in Ethiopia

1. The constitution (FDRE, 1995)

…article 41 sub articles no 5 and no.50 clearly state about the rights of citizens to equal access to publicly funded services and the support that shall be given to accommodate the needs of PWDs.

2. Education and training policy (TGE, 1994)

…by confirming the importance of early childhood education, proclaims that "kinder garden will focus on all-round development of the child in preparation for formal schooling" (No.3.2.1.).

…while this provision is meant to address the needs of all children, the policy, with an appreciations of the needs of students with disabilities has indicated that "special educational and training will be provided for people with special needs" (No.3.2.9).

…it has further confirmed that efforts will be made "to enable both the hundi9cupped and the gifted learn in accordance with their potential and need" (No. 2.2.3.).

3. Developmental and social welfare policy (EFDRE, 1997)

…affirms that all efforts shall be made to implement all international and regional conventions and legal instruments concerning the rights of children which Ethiopia has already acceded to (article 5.1.3).

4. Higher education proclamation 650/2009

   (FDRE Negaritgazeta, article 40 item 1 states)

…institutions shall make, to extend possible, their facilities and programs amenable to use with relative ease by physically challenged students.

2.12. Overview of learning disabilities

It's necessary to define what a learning disability (LD) is in order to understand how Americans with learning disabilities are functioning today in schools, colleges and workplaces. The most commonly used definition, from the federal special education law, the Individuals with Disabilities Education Act (IDEA), uses the term specific learning disability (SLD). According to the IDEA, SLD is:

> *"a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include a learning problem that is primarily the*

result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

The National Joint Committee on Learning Disabilities (NJCLD), a national committee of representatives of organizations committed to the education and welfare of individuals with learning disabilities offers another definition of learning disabilities (LD). According to NJCLD *"Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the lifespan. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other disabilities (e.g., sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences* (NJCLD, 1990).

Key Facts

- 2.5 million public school students or about 5% of all students in public schools were identified as having learning disabilities in 2009 and were eligible to receive educational assistance under the federal Individuals with Disabilities Education Act (IDEA).
- The number of school-age children with learning disabilities who receive these Federally-authorized special education services escalated rapidly during the late 1980s and 1990s. However, during the last decade (2000- 2009) the number of children identified as LD in public schools has declined by 14%.

- Males comprise almost two-thirds of school age students with LD who receive special education services.
- Conditions such as AD/HD, autism, intellectual disabilities, deafness and blindness are frequently confused with LD.
- The cost of educating a student with LD is 1.6 times the expenditure for a general education student. This is dramatically less than the average cost for all students with disabilities, which runs 1.9 times the cost for a general education student.
- In 2008, 62% of students with LD spent 80% or more of their in-school time in general education classrooms. In 2000, that figure was just 40%.
- Students with LD are retained in grade much more often than those without disabilities. In addition, they are involved in school disciplinary actions at a much higher rate than their nondisabled peers.
- Only a small percentage—estimated at between 25% and 35%—of students with LD are being provided with assistive technology to support their instruction and learning.
- The high school dropout rate among students with LD was 22% in 2008, down from 40% in 1999.
- More students with LD are graduating with a regular high school diploma—64% in 2008—up from 52% a decade earlier.
- Students with LD go on to postsecondary education at a much lower rate than their nondisabled peers, and of those who do, few seek supports in college and few earn undergraduate or advanced degrees.
- In 2005, 55% of adults with LD (ages 18-64) were employed compared to 76% of those without LD, 6% were unemployed vs. 3%, and 39% were not in the labor force vs. 21%.

- Few adults with LD access workplace accommodations or understand their rights under disability anti-discrimination laws.

2.13. Legal Protections for People with LD

Four federal laws two that are education-specific and two that are intended to prevent discrimination establish and undergird the rights of children and adults with LD to receive special education services, as well as fair treatment in public schools, postsecondary education and the workplace.

Children and youth with disabilities, who are 3-21 years old, receive special education services through the Individuals with Disabilities Education Act (IDEA). This law guarantees each child a free, appropriate public education tailored to his or her individual needs, as well as the right of the children and their parents or guardians to timely evaluation, access to all meetings and paperwork, transition planning and related services. IDEA specifies that children with any of 13 possible disabling conditions, including LD, are eligible for these services.

Elementary and Secondary Education Act (ESEA) (the current version is known as the No Child Left Behind Act (NCLBA) is the nation's main federal education law. First passed in 1965 as part of President Johnson's war on poverty, it now affects allpublic school students from kindergarten through grade 12. ESEA's major strength is that it compels schools to meet rigorous standards for educational content and student achievement (i.e., *what* and *how well* students should be learning). It also requires schools to measure yearly student progress to see if it is adequate. Under ESEA, schools must provide data on overall student progress as well as progress made by groups such as students with disabilities.

Discrimination against people with disabilities in federally funded programs and activities is prohibited under Section 504 of the Rehabilitation Act of1973 (Section 504). While this civil

rights law doesn't fund programs, it does permit the withdrawal of funds from programs that fail to comply with the law. Persons with a physical or mental impairment that substantially restricts one or more major life activities are eligible for services under Section 504. Some schools use Section 504 to support LD students needing only simple accommodations or modifications. Children and youth with AD/HD who don't need more comprehensive special education support also are frequently served under this law. All students eligible for special education services under the IDEA are also eligible under Section 504, while the reverse is not true.

The Americans with Disabilities Act (ADA) is another civil rights measure that protects people with disabilities from discrimination in schools, the workplace and other environments. Like Section 504, the ADA is not a funding mechanism and it protects people who have a physical or mental impairment that heavily restricts one or more major life activities. Since learning is considered such an activity under the ADA, students served under IDEA also are covered by this law. In addition, people with disabilities are protected from discrimination in employment by the ADA. While the ADA doesn't require employers to hire unqualified applicants with disabilities, it does prohibit employers from using unnecessary qualification standards to weed out applicants with disabilities; relying on inaccurate job descriptions to determine that an employee with a disability can no longer perform her job; and failing to provide reasonable accommodations which do not cause undue hardship on the employer.

Recent Update to the ADA: Since its passage in 1990, courts had interpreted the definition of disability under the ADA so narrowly that hardly anyone could meet it. To correct this, Congress passed the Americans with Disabilities Act (ADA) Amendments Act of 2008,

which became effective on January 1, 2009. The ADA Amendments Act achieved the following:

- lowered the threshold for what constitutes "substantially limits a major life activity."

- clarified that the beneficial effects of "mitigating measures" should not be considered when determining the degree to which a disability impacts a major life activity.

- expanded the list of "major life activities" to include reading, thinking, concentrating. As a result, more people are now able to satisfy the definition of disability, gain access to reasonable accommodations and be protected from discrimination, including those with learning disabilities

2.14. LD characteristics

Although many students with LD have average to very high intelligence, they also exhibit behaviors that can interfere with performance in science. Students diagnosed with LD have at least one type of processing disorder (Lerner and Kline 2006). Students with visual processing disorders have difficulty understanding presentations on the board, PowerPoint slides, overhead documents, or textbook graphics. Bar, circle, and line graphs that illustrate concepts such as population increase and decrease may present challenges for students with LD.

Students diagnosed with auditory processing problems, on the other hand, struggle with lectures, discussions, and group work. Memory disorders, typical characteristics of many students with LD (McNamara 2007), also interfere with science instruction and particularly with science testing. Although today's science curriculum emphasizes inquiry and problem solving, memory skills provide a foundation for these higher-order tasks. For example, students with visual memory difficulties may have trouble learning the names of the bones in the human skeleton by looking at an illustration, while students with auditory memory deficits may have

trouble remembering what symbols and numbers in the periodic table represent after an oral review.

Students with the LD label have at least one low basic academic skill (reading, writing, or mathematics), which may interfere with their science learning (McNamara 2007). A unit on energy that incorporates vocabulary terms such as *nuclear fission, geothermal energy*, and *biomass fuel,* may be challenging for students with reading problems. Students with writing problems may have difficulty completing homework assignments that require them to, for example, name body organs used for specific functions or describe the purposes of body tissues. Students with LD who have trouble in mathematics may struggle with comparing electro negativity and bonding types using a graphing calculator. Other problems for students with LD include organization and attention (Lerner and Kline 2006; McNamara 2007).

2.15. Assessment

Students can practice test-taking strategies for high stakes science tests and to enhance performance on teacher-made assessments. Encouraging students to organize specific study time is the first step for assisting with science comprehension and test preparation. Teachers can model a review for students during class time to get them started (Bos and Vaughn 2006).

This review is valuable for students with memory, attention, and organizational problems and also provides a model for strong science students to reinforce study strategies for college. At the beginning of standardized tests, students should be encouraged to preview the entire test so they can plan their time for all sections (Bos and Vaughn 2006). This strategy is important for students with attention and organizational problems that may get started on one section of the test and perseverate so that they leave later questions unanswered.

Another initial strategy for both classroom and end-of-the-year assessments is for students to analyze the directions carefully. Teachers can emphasize key vocabulary words that are likely to appear in directions and focus on examples of typical directions for different formats. Teachers can discuss, for example, the difference between *list, compare,* and *explain,* and then encourage students to underline such words as they read the directions during the test (Freund and Rich 2005). At the beginning of the test, students, especially those with memory deficits, should record formulas, mnemonics, or lists they have memorized so they will be available as needed (Bos and Vaughn 2006). During the tests, students with organizational, attention, and processing problems should not spend too much time on difficult items initially or they may not get to items that they have a chance to answer correctly a check mark next to the difficult item will remind them to try again later if there is time (Bos and Vaughn 2006). Practice with specific strategies for each type of question (e.g., multiple choice, essay, true-false) will also help students with LD feel more confident and work more effectively. Students can learn to look for key words in true-false and multiple-choice items and eliminate answers that cannot possibly be correct to narrow the options.

Students can practice using a particular pattern for essays, such as an introductory paragraph with a thesis statement, three developing paragraphs with details to support, and a conclusion summing up the topic (Bos and Vaughn 2006). Finally, students with writing and processing deficits should attempt to save time at the end of the test to review responses and edit essays (Bos andVaughn 2006).

These strategies are valuable for science assessments and for other subjects as well. In addition, the strategies may improve memory, organization, focus, time management, and ability to follow directions, which are useful for other tasks in high school, college, and everyday life.

Chapter Three

Methodology

This part describes the research method which employed to achieve the objectives of the study. The area of study, the sample, and sampling procedures, tools of data collection and methods of data analysis was the main emphasized area.

3.1. Research method

The descriptive study was designed to effectively examine Invisible learning needs of students and perception and practices of inclusive education among teachers, schools and woreda bureau officers. Mixed research was employed; QUAL ⟶ quan, the study used quantitative methods to show the results of observation checklists and it is described by word presentation by using qualitative methods. Qualitative methods have been used to analyse the data gathered through observation, interview and document analysis.

3.2. Sample and sampling procedure

A. Source of data

Data source of the study involved both primary and secondary sources. The primary source involves interview and observation. Secondary source include document analysis, browse internet and magazine. Structured and Semi structured interview was employed with students, teachers, school principals, and woreda bureau officers. And also participatory and non participatory observation was used to collect data. The main observation area was the students' competence on reading, writing and solving mathematical problems.

B. Sampling techniques

For the study, Kembershomo and Gomoro primary schools were selected and hence used available sampling techniques. For the study a total of 150 subjects were selected.(Out of these, 139 (male=72and female=67) were grade 4 students from two study sites (Kembershomo school 36, male 16 and female 20 students, and Gomoro school 103, male 56 and female 47 students) all studentswere selected by using availability sampling method. 3 classroom teachers (2 from Gomoro and 1 from Kembershomo primary schools) and 6school principals, 3 from each study site also added in the study. In addition, 2 woreda bureau officers were included from the woreda's education bureau office. To obtain necessary and important data the researcher used purposive sampling methods. The actual population of the study is presented in table as follows.

Table 1

Total population of the study

No	**Sample population**	**Population**	**Sample in%**	**Sampling techniques**
1	Students	139	100	Availability
2	Classroom Teachers	3	100	Availability
3	Schools directors, vice directors and unit leaders	6	100	Purposive
4	Woreda education bureau officers	2	100	Purposive
	Total	**150**	**100**	

3.3. Tools of data collection

The data collecting instruments were interview (both structured and semi structured interview), Observation and document analysis.

A. Interview

To make the study more feasible, semi structured interview was used. Since, it allows probing and asking for clarification. It could be helped the researcher to get data about the reason that students face challenge in reading, writing and solving mathematical problems. This was conducted with students, Teachers, school principals and woreda education bureau officers. In addition structured interview was also held as much as necessary. The focus areas of the study was on the students basic educational skills such as writing, reading and solving mathematical problems; the level of supports provided for students, educational challenges, and about the practices of inclusive education on the woreda level.

B. Observation

The researcher used observation checklists that enabled to get supportive information to the study. First, observation checklists was developed, then the developed checklist distributed for three special needs education lecturers, two special needs education masters students and three grade four teachers with the intention of receiving constructive feedbacks. Then, the distributed check list collected with provided suggestions. Based on the suggestion the researcher improved the way of organizing the data, classified the prepared checklist to three forms of learning difficulties such as reading, writing and arithmetic related activities; and also the researcher eliminated some confusing activities from the checklist. Finally, the researcher corrected the developed observation checklist and conducted observation for 30 days. The observation was

mainly focused on the students' classroom activities such as class activity, writing, reading, and exercise book. Both participatory and non participatory observation was used. Participated observation was conducted when students work on 1-5 coordination and during free periods by reading and writing together. Non-participated observation held while students engaged on learning.

C. Test

The purpose of the test was to select students with invisible learning needs. In the schools there were identified students as having specific kinds of learning difficulties. In addition to teachers' nomination and identified students name list, the researcher used the test as one means to select students with specific learning difficulties. Before the test was developed, table of specification had been developed. Next, the test was developed by three grade four teachers. The test developed in four subject areas those are Amharic, English, Mathematics and Siltigna. Each test has ten (10) questions, and the questions were developed from books for grades one to four (1-4). Finally, the developed tests were administered for students.

3.4. Methods of data analysis

First of all, the collected data was checked and numbered. Following, the data were classified and tailed in the respective groups. Next the data of each group were arranged and organized in table. Based on the nature of basic questions and data collected, both qualitative and quantitative methods of data analysis were used to interpret findings. Based on the findings actions was proposed, implemented and the changes recommended based on the evaluation results.

Data collected through interview and observation will be analyzed qualitatively. Since, data analysis in qualitative study basically involves phrase argumentation than numerical explanation. Qualitative approach here is mandatory (Bogdan and Biklen, 1992). While the data gathered through observation were analyzed qualitatively or quantitatively depending on the types of the questions, for the quantitative data, percentage and tabular classification was used to analyze the research findings.

Chapter Four

Data Analysis and Discussion

4.1. Analysis of data

This part of the study deals with the analysis and discussions of the data obtained from the two study sites (kembershomo and Gomoro primary schools) and woreda bureau officers. The analysis and discussions of the study is on the data gathered through interview and observation. The demographic data of the subjects and the data collected on the basic research questions are presented and analyzed in a way both the quantitative and qualitative integrated manner. The major points include: demographic data of respondents and the analysis of major points.

Demographic data

Table 2

Distribution of respondents by age group

Age group	**N**	**%**	**Sex**	**Male**		**Female**	
				N	%	N	%
8-18	139	92.67		72	48	67	44.67
19-29	4	2.67		4	2.67	-	-
30-40	7	4.67		5	3.33	2	1.33
Total				**81**	**54**	**69**	**46**

Table 2 indicates that the majority of the respondents 139 (%) are aged 10-18, the second largest group is 30-40, 7 (%) and the last group is 19-24, 4 (%). In terms of religion, ethnicity and language all respondents are Muslim, all are from Silte ethnic group and they speak Siltigna as their mother tongue, and they speak Amharic as their second language.

4.1.1. Students' level of writing, reading and arithmetic competency

The research question treated in this section is "What is the students' level of writing, reading and arithmetic competency?" in order to seek information to this basic question, the researcher developed an observation checklist and some more related questions are presented in the form of interview for respondents.

In this part the analysis of data collected from observation of 30 students' activity in classroom and outside classroom, and observation of students work like exercise book is described below. 30 (thirty) students from the total of 139 (one hundred thirty nine) were selected for the study based on the teachers' nomination (the researcher asked teachers to select students who show difficulty in writing, reading and arithmetic activities), schools document analysis (in the school there is a list of students with learning difficulties) and administered tests in this case students who score 0-2 are selected.

The major observation areas were students writing, reading and mathematical skills. To do this the researcher developed an observation checklist. In the checklist 'Yes' indicates activated (observed) events and 'No' represents inactivated (not observed) events. Based on the results the researcher made the analysis of each activity. Beside the analysis of observation checklist, the students and teachers interview analysis are included.

A. writing competency

Table 3

Frequency and Percentages on activities measuring students writing competency

No	Activities	yes		No	
		N	%	N	%
1.	Writing related activities				
1.1.	Writing that is almost impossible to read.	12	40%	18	60%
1.2.	Big and small spaces between words.	21	70%	9	30%
1.3.	Poor spelling	24	80%	6	40%
1.4.	Different sized letters on the same line.	21	70%	9	30%
1.5.	Abnormal and irregular formation of letters.	21	70%	9	30%
1.6.	Very slow writing.	21	70%	9	30%
1.7.	Very slow copying from board.	21	70%	9	30%
1.8.	Does not follow margins.	18	60%	12	40%
1.9.	Reverses letters	21	70%	9	30%

The check list result obtained from the table 3, observations of 30 student's exercise book, classroom and outside classroom activities shows that, those students have difficulties in writing, reading and arithmetic skills. When we analyze their writing skills, from the group, 12 (40%) students writing level is very poor it is impossible to read their hand writings. 21 (70%) of the students have writing related problems such as reversing letters while writing, for example

they confuse with letters like ‘b’ and ‘d’, ‘p’ with ‘q’; their copying from the board and writing is very slow. They also show abnormal and irregular formation of letters, trouble in keeping papers line and they put big and small spaces between words and letters, this makes their writing to give meaningless words.

The researcher conducted an interview with students about the level of writing and reading competence. In this regard, students responded as follows; for example one student suggested the following:

> I am not a clever student; I know I will never become a student with good score because for me writing and reading are difficult. My score is always below my friends. My friends can read books and also their writing is good. Due to this my parents have not good image for my education. In addition to this, my younger brother have great acceptance in our home than me, my young brother is grade three student he is better than me in writing and reading. I am searching a way that I left from home because I am good in playing football, but my parents’ do not allow me to play football. They say me your low education result comes due to your loving football. In playing football I am the best in our village with my age mates, but my parents are troubling me to play football.

When we analyze the ideas of most students; they came from uneducated family backgrounds this make them to miss important supports from their parents. Their parents are still thinking that attending school by itself is enough. These students are also participating on home and outside home activities; this makes them busy in non-educational activities, this makes them

tired and during night simply they go to their bed; studying, making homework and other education activities left without performed by them.

B. Reading competency

Table 4

Frequency and Percentages on activities measuring students reading competency

No	Activities	yes		No	
		N	%	N	%
1.	Reading related activities				
1.1.	Reads slowly and below grade level	25	83.3%	5	16.67%
1.2.	Confused by letters, numbers, words, sequences, or verbal explanations.	25	83.3%	5	16.67%
1.3.	Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.	28	93.3%	2	6.67%
1.4.	Reads and rereads with little comprehension.	21	70%	9	30%
1.5.	Seems to have difficulty with vision	18	60%	12	40%
1.6.	Fears having to read aloud in class	20	66.67%	10	33.3%
1.7.	Misspells words	25	83.3%	5	16.67%
1.8.	Reverses letters "b" for "d" or "p" for "q", even whole words	25	83.3%	5	16.67%
1.9.	Mispronounces or misreads many words	28	93.3%	2	6.67%

The observation checklist result of table 4 also indicates that, the students have difficulty in reading skills. 28 (93.3%) of students have difficulties like Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words, mispronounce or misreads many words. 25 (83.3%) students read slowly and below grade level, confused by letters like ‘b’ with ‘d’, numbers like ’15’ with ‘51’, words, sequences, or verbal explanations. Also they misspell words and reverse letters in their writing. 18 (60%) of students seems to have difficulty with vision during reading. When they trouble while reading they change the distance of the book or exercise mainly they bring the book to their eyes. 20 (66.67%) students’ have fears to read aloud in a class. Even some students sound is difficult to be heard by the students who seats or stands near to them.

C. Mathematical competency

Table 5

Frequency and Percentages on activities measuring students' arithmetic competency

No	Activities	yes		No	
		N	%	N	%
1.	Arithmetical activities				
1.1.	Cannot do simple mathematical problems	25	83.3%	5	16.67%
1.2.	Does not understand the concept of time	6	20%	24	80%
1.3.	Does not understand or has difficulty with long division and multiplication	30	100%	0	-
1.4.	Is not able to memorize the multiplication tables	28	93.3%	2	6.67%
1.5.	Does not understand fractions, percentages or decimals.	28	93.3%	2	6.67%
1.6.	Trouble in Counting and calculating rapidly	28	93.3%	2	6.67%
1.7.	Trouble in Learning multiplication tables, formulas, and rules	25	83.3%	5	16.67%
1.8.	Trouble in Making comparisons such as more than/less than	25	83.3%	5	16.67%
1.9.	Trouble in Measuring things	22	73.3%	8	26.67%

The last part of the checklist describes about observation of students arithmetic activities and skills. It indicates that, all most all students have a problem with long division and multiplications. Some students try to perform division and multiplication of one or two digits, but they cannot perform division and multiplications with three or more digits. 28 (93.3%) students are not able to memorize multiplication table, mainly when the numbers excite five.

They trouble in understanding fractions, percentage or decimals; they also trouble in counting and calculating rapidly. 25(83.3%) of the students cannot do simple mathematical problems, trouble in multiplication tables, formulas, rules, making comparisons such as more than/less than. 6 (20%) of students did not understand time. Most of students did not have problems related with time concepts. Most students know the exit and entrance of the school time. They are also familiar with meal times.

For the students' low performance in the areas of reading, writing and solving math problems, they suggested a lot of points. Most of them said that, they came from uneducated families and they did not get support to study at home. Due to economic problem they spent a lot of time in home work like making coffee, collecting wood, grazing cattle and fetching water. In addition to this when they meet with friends they spent their time in playing this leads them tired and when the nights comes they go to bed without studying any subject. Also some students reflected as they go to school by parents' enforcement only, and they attend by fearing their parents, they thought education as a great burden on them and they need any means to left their education and join any other activities.

Generally, the checklist indicates that the students demonstrate the characteristics of student with learning disabilities. So teachers, schools and parents should to take their own measure to support students to develop their basic educational skills. Unless early intervention is provided, the children will face great challenge on developing those basic skills. Regarding this, during interview all teachers responded that; those students face great challenge on copying spellings from board, keeping exercise book paper lines, writing numbers, solving mathematical problems by using arithmetic operations and reading from books and boards. This indicates that students

have difficulties on the areas of spelling, writing, copying from the boards, using mathematical operations and reading.

4.1.2. Teachers perception of inclusive education and learning difficulties

The research question treated in this section is "how teachers perceive inclusive education and learning difficulties?" in order to seek information to this basic question, the researcher developed an interview guide lines for respondents. The analysis of the interview is explained as follows.

The researcher conducted an interview with three teachers in two study areas namely one from kembrshomo and the remaining two from Gomoro primary schools. In the schools, a teacher teaches all subjects, for one class there is only one teacher. In this case teachers have been spending much time with their students this can enable them simply to know the students behavior, achievement, success and difficulty.

Based on this the researcher conducted an interview with teachers to get important information. For the interview teachers responded nearly same responses. On a class different group of students will be attend such as student with disabilities and gifted and talented students may share same class with different learning abilities. Those groups of students have their own special needs to meet their educational needs. To meet their special needs teachers should to now the presence of diverse students in a class and the way of fulfilling their special educational needs. Regarding the distribution of students in a class, teachers said that, different group of students are there in a class and we are trying to meet the needs of each students. Regarding this one teacher states his opinion as follows:

> In class three kinds of students are there such as clever (high scorer), medium and poor or low scorers. This is mostly the features of 'normal' class. Regarding disabilities students with different types of disabilities can appear in a class. For example in my class there are students with physical disabilities, students with visual impairment, students with intellectual disabilities and students with learning disabilities. In my class, students with learning disabilities are identified in four forms these are students who never write and read; students who can read, but not write; students who can write, but not read and students with mathematical difficulties.

The above explanation indicates that, teachers are aware of the presence of varies group of students in a class with different learning needs. There are students with different disabilities and teachers are giving attention for these students.

Similarly, to help students with special needs the practice of inclusive education and special needs education on the school is important. To do this teachers knowledge and education background about inclusive education and special needs education is the key thing. Respondents said that,

> We get information about inclusive education and special needs education in short term training. Based on the knowledge we acquired from the training, we are practicing inclusive education in our class and helping our students with disabilities to our knowledge.

On the other hand, a teacher described that she has some information about inclusive education and special needs education. Based on that she has been trying to assist students with disabilities mainly students with learning disabilities. Regarding this she said that:

> Last year I participated in training. The training was about inclusive education and the way of teaching students with different disabilities. Since the training I am trying to practice inclusive education in my class. For example I order students with visual impairment to sit in front chairs; there were two students who never write and read, but with consistent follow and help now they are improving their reading and writing skills. When I can say this there are a lot of problems to help students that arise due to me and the schools. Only one teacher teaches all subjects this makes me busy to help those students in other time. I need to call students with disabilities a makeup/tutorial class, but I spend 6/5 periods in a class and this makes me tired and it creates boring me and the students.

To teach students with disabilities the practice of inclusive education is important. To practice inclusive education teachers should have enough awareness and knowledge about inclusive education and special needs education. Practicing inclusive education and teaching students with disabilities are not an easy tax it requires special training and cooperative work with special needs education experts or special needs education educators. The above teacher's explanation tells that, their knowledge about inclusive education and special needs education is restricted on short days training. This is not enough to practice inclusive education in the school and it is difficult to teach students with special needs. This indicates that students with disabilities, especially those with learning difficulties are not getting appropriate supports from teachers and the schools.

4.1.3. Supports provided for students with LD

The research question treated in this section is "Is there any kind of support provided for students with LD?" in order to seek information to this basic question, the researcher developed an interview guide lines for respondents. The analysis of the interview is explained as follows.
To bring change on the development of students basic educational skills support needed from teachers, school, parents and peers. Regarding this, students suggested that;

> We are attending schools with our peers there is no other support we have been received from teachers, schools or parents. Even clever students can gain great focus on the class. For example one student said the following:
>
> If a clever student asks to go out the teacher can give permission, also if he does not completed copying from the board teachers can wait up to he finishes, but we have not such write. In the school side also we have not getting special attention. No one ask as about our education, you are the first when you ask about our writing, reading and math challenge. In the school we have been seen as other students in all dimensions. But to improve our writing and reading skills teachers and schools should to give us especial educational supports. Teachers should to give us tutorial classes. When I return to home my parents make me busy with home activities. I have not enough time to study in home, in addition, no one can help me to study in home I am leaving with my mother she is not educated and she cannot give permission to study with my peers as a result I am not succeeding in my education. To bring change in my education the above problems should to be solved.

This shows that students have been not getting appropriate support in schools and home. Teachers should to support those students by identifying the challenging areas and should to follow the day to day improvements and achievements of those students. The school should to facilitate the available human, financial and material resources which are needed for those students. Parents also should to give attention for their children's education. They need to give enough time for studying and make their home works. They need to help and motivate their children to study and make their home works. In addition to this students should to study and make their home works with their peers.

Similarly, in school students with learning disabilities have difficulties in the areas of word spelling, writing numbers, reading and performing mathematics by using arithmetic operations. As a result students neglect themselves from writing, reading and solving mathematical problems. Most students responded that; they have no favorite subjects except sport subjects. They attend other classes for afraid of teachers because if one student absent for three days, teachers order student to bring parents. For example the suggestion of a student explained as follows:

> For me except sport subject all other subjects are very challenging. In sport period we play in fields, there is no writing or reading always playing, the test is also in filled, it will be running, jumping, playing football and performing different sport activities this is the best subject for me. Other subjects mainly, English and math are my worst subject. In English subject there are passages teachers' orders to read by the students. Up to the teacher left the class I have been disturbed by fear of reading. If there is not reading there will be classroom activities, classroom activities can be seen by teachers, when I show my exercise book for correction,

> teachers unable to read my work most time they ask me to red them what I write. The next worst subject for me is math. In math always there is home work and class work, when there is home work I can copy from my friends but in classroom activity to copy from other students it is difficult. For the students who did not work classroom activity there is a punishment. Even if I tried to make classroom activity usually I get 'x'. For me calculation is very difficult, due to this I hate to learn math.

This indicates that students with learning difficulties have been facing great challenges in the areas of writing, reading and solving mathematical difficulties. It also indicates that teachers are not providing appropriate supports for these students. Students with learning disabilities have difficulties in basic education area; teachers should to give appropriate support and attention.

In addition to this to support student with disabilities cooperative work with parent is important. Teachers' and parents' cooperation may bring enormous changes on the students' home and intellectual well beings. Regarding the cooperation of parents with teachers, teachers said that, we are working with students' parents, we call parents when students absent for two or three days and we also call parents when students score low mark. But some parents are not willing to attend school when they are needed. When parents attend, we can discuss about their students education, study, score and conduct. On the parent-teacher cooperation, one teacher said the following:

> I am working with students' parents. But in most case the parents of students are not educated this makes difficult for students to get help from parents. Also most students live with their mothers because their fathers live other cities for the

purpose of trade. Mothers of the students need their child after school to help in home and field activities. When I told the low level of writing and reading of their children, they say, “I am sending my child school every day why it happened?” Parents of the students thought as sending children to school is enough to master all educational skills. When I order student to bring their parents, they say “if they are unable to write and read left she/he, she/he will serve me home”. But with the challenges workings with the students’ parents have been bringing better results. We discuss the way of studying in home and with their peers. We also talk about the works the students should to do; the way of following their child’s day to day education and activity.

The above description indicates that working with parents may have some kinds of challenges, but copping those challenges can lead for the success. Parents, especially those who are not educated need special attention to bring change on their Children education. They have wrong attitude about education, they are thinking as sending students to school is enough to get success on education. To change this wrong attitude, teachers should play important roles by working with parents.

4.1.4. Factors for low performance of students on the development of basic educational skills

The research question treated in this section is “What are the major factors for students’ low performance on developing basic educational skills?” in order to seek information to this basic question, the researcher developed an interview guide lines for respondents. The analysis of the interview is explained as follows.

As stated on the statements of the problem, students writing, reading and arithmetic skill is poor. For this different factors will be there. Teachers will be one of the responsible bodies and teachers said the following:

> For the low performance of students on writing, reading and arithmetic skill, a lot of problems are there first, there is no kindergarten (Kg) or pre-school education centers. Students attend regular school on the age of 6/7 without attending pre-school education centers and this creates a major challenge on the students writing, reading and arithmetic skill development. If students had attend preschool centers they might developed their writing, reading and mathematical skills on their sensitive and critical ages, however there is no preschool centers, when students attend regular class they become new for education and due to this the problem happened in students.
>
> The second problem resides on teachers, the teacher is working full day without rest in one class. Yesterday, today, tomorrow…always in one class this makes the teacher to adopt and accepts all behavior of the students. Also it leads to loss of motivation to call a tutorial class. To tell frankly, there are teacher who call students tutorial only for the purpose of reporting to director office. Even there are teachers who send tutorial report paper without teaching tutorial class. This teacher's low initiations have its own impact on the development of students writing, reading and arithmetic skills. The child is the third responsible person for low achievements on developing basic skills. Some students have very low motivation, they did not want to attend school; they attend by parents'

> enforcement, others can attend only the first two or three classes/periods. The other problem is on parents' side. Parent's involvement on their children's education is very low. They thought as sending children to the school is enough and teachers can do all things for the students. Some parents did not allow to study at night time, they say you are consuming kerosene. Others may order their child to perform home duty to mid nights. The problem is serious on the uneducated parents than educated ones. The sum of the above mentioned problems put the child for low achievement on basic education skills. As most teachers said

This indicates that the students' low performance is due to varies factors. The absence of pre-school education center has one of the great challenges. Loss of motivation among teachers and students, and parents mismanagement have its own impact on the students' basic skill development.

As stated earlier for students' low performance on writing, reading and arithmetic skill there are varies factors which are related with different concerned bodies. To cope up effectively the concerned bodies should have to give great attention for the identified and mentioned areas. Respondents said that, after their attendance to the training about inclusive education and special needs education, they have been applying what they know about inclusive education and special needs education. About this one teacher said that:

> After I take the training about inclusive education and special, needs education, I have been implementing in a class what I get from the training to my knowledge. For example, I am supporting students with learning disabilities to improve their

> writing, reading and mathematical skills, students are showing better hope for feature. They are bringing great change on writing and reading, but on mathematics they need additional support. Next I am planning to work hard on developing their arithmetic skills. I am working in cooperation with students' parents and other concerned bodies in the school. In my class there are students with other kind of disabilities and I am also working to help those students with other form of disabilities.

This indicates that if appropriate follow and support made students with learning disabilities can improve their writing, reading and arithmetic skills. To bring success on the students' basic education skills cooperation among, teachers, parents and the school is important.

To help students with disabilities mainly those with learning disabilities cooperation among concerned bodies are important. The school principals are one of the concerned bodies in which their help is important. The cooperation will be among teachers, school directors, vice directors, unit leaders, parents and other teachers. To bring students with learning disabilities in better educational skill development those mentioned bodies should have to contribute their own efforts. Regarding this the school principals suggested the following points; schools are a collection of diverse students, those students have their own special needs to meet each and specific needs of the students in our school level it is difficult, but as much as possible we are trying our best to fulfill their needs based on the available man power, and material and financial resources. We are trying to help students in cooperation with home room teachers. When we say this we are not providing special supports for students with disabilities this is due to different factors. First, in our school there is shortage of teachers, only one teacher is teaching one class putting other burden on these teacher is not fair and we are looking to get other teachers. The

second problem is there are no special needs education educators in our school, teachers are not familiar with inclusive education and special needs education this makes helping students with disabilities difficult.

This indicates that the schools are working to meet the special needs of students with disabilities by the available resources. But there are challenges to help those students. The challenges are shortage of teachers and lack of special needs education educators. The schools had aware as there is a problem to help students with disabilities and to implement inclusive education.

To implement inclusive education and special needs education the knowledge of the terms among school principals mainly directors are important. About the knowledge of inclusive education the directors state that, in most education training area the issues of inclusive education and special needs education can be raised, but it is not much greater than half day or one day discussion. The practice of inclusive education needs its own owner who trained or graduated on the filled. Regarding this the director suggested the following:

> I participated in woreda and zone level educational trainings about inclusive education and special needs education. The training provided me with new concepts about inclusive education and special needs education, but to implement it, it needs professionals who are specialized on the filled. Also to practice inclusive education it needs a huge amount of finance, it also needs a collaborative efforts with different professionals. To solve these problems the mentioned issues are above our power. However, we are trying to implement inclusive education in our school to our knowledge, financial and material power.

This shows that, there are trainings which provided for teachers and directors in woreda and zone level, but the trainings are not enough to give much information about inclusive education and special needs educations. Besides providing trainings, the provision of special needs education professionals are important to implement and practice inclusive education in the schools.

In the two study sites there are students with writing, reading and arithmetic difficulties. Students with disabilities need special attention, especially those students with invisible learning needs, and if they are not identified, they will be exposed for great challenges. In most cases students with learning difficulties have some related behavioral problems which are resulted from low scores and difficulty of mastering reading writing and/or arithmetic skills. Regarding this, respondents put the following points;

> In our school students are identified in different forms for example there are students with physical disabilities and we allow those students to attend class at the time of the students' arrival weather on time or late. In the case of students with learning disabilities we identified students in to four groups. There are students who never write and read; there are students who can read, but not write; there are students who can write, but not read and there are students with mathematical difficulties. Those students are identified by their classroom teachers and their teachers are doing best for them. For example teachers can read for these students who cannot read. And they give especial attention in class for these students to develop their skills. But due to above mentioned problems still there is not especial support provision for those students outside class." As most teachers and directors said.

This indicates that, there are students with learning disabilities. They are getting especial concerns from teachers and school principals; however their concern is not supported by especial support provisions. To develop their basic skills, students with learning difficulties need special support from teachers and other professionals. Due to shortage of teachers and lack of special needs education experts students have been left without support.

4.1.5. Efforts done to practice inclusive education in woreda level

The research question treated in this section is "is there any effort done in the woreda level to practice inclusive education?" in order to seek information to this basic question, the researcher developed an interview guide lines for respondents. The analysis of the interview is explained as follows.

To implement inclusive education and special needs education on the schools the woreda education bureau plays an important role. The officers may take their roles through provision or facilitating trainings for teachers, school principals and other concerned bodies. They may also take their roles through hiring special needs education experts. Regarding inclusive education and teaching students with disabilities, woreda bureau officer responded the following:

> The term inclusive education and special needs education is not new for me. I know the term since I was a student, because I had take special needs education as one course during my university stay. After I hold this position also I have participated in different meetings and trainings which makes their topics on inclusive education and special needs education.

The expression shows that the woreda bureau officer is familiar with inclusive education and special needs education. Knowing the terms may not have assurance about the practices of it.

But a one who is familiar with such concept may take his/her own part on the implementation of it. Regarding the implementation of inclusive education the officer said the following:

> The implementation of inclusive is not an easy task. It requires multi professional efforts. Also it needs a lot of finance; most of our schools are built without considering such things to shift those schools to inclusive setting it needs much financial and material resources to do this in woreda level it is difficult. To implement inclusive education and special needs education, experts are needed from the field again to do this in woreda level it is difficult, in this time we have a shortage of regular class room teachers one teacher is teaching more than three and four subjects even in higher classes so to implement inclusive education we have great challenges. Even if we have great challenges, we are trying to implement inclusive education as much as possible. We have been sending teachers for trainings about inclusive education and special needs education in zone and regional level we make them to implement what they get from the trainings.

This indicates that to implement inclusive education and special needs education the woreda education bureau have financial and material problems, and lack of educated experts on the field. Even if there is a challenge they are trying to practice inclusive education and special needs education.

In the selected school sites there are students with learning disabilities. The researcher also discussed with other woreda officers about learning disabilities and inclusive education. Concerning the officer responded the following:

> When there is training about special needs education, we send teachers from different schools, other than this we do not give special attention for students with learning

disabilities. Teachers may provide specific support for their students, on our side there is a general support we provide for all students with disabilities through training teachers in special needs education.

This indicates that there is not special attention given for specific kind of disabilities mainly for students with learning disabilities. As student with learning disabilities account a greater proportion of school age children the woreda officers should give especial focus.

4.2. Discussion

4.2.1. Writing difficulties

The students' interview shows that, they have difficulty in writing and it made them to hate a subject with writing, but almost in all subjects there is writing. Only sport /health and physical education is a subject with field activity. On the interview students responded that they most time they did not finish timely copying from boards. Also 21 (70%) of students observation result shows that, these students have very slow writing. The teachers' interview shows that there are students identified as having writing difficulties. The observation result also indicates that 12 (40%) students writing level is very poor and it is impossible to read their hand writings. 21 (70%) of the students have writing related problems such as reversing letters while writing, for example they confuse with letters like 'b' and 'd', 'p' with 'q'; their copying from the board and writing is very slow. They also shows abnormal and irregular formation of letters, they trouble in keeping papers line and they put big and small spaces between words and letters, this makes their writing to give meaningless words. From this one can conclude that those students have writing difficulties. Other study shows that: many students with learning disabilities have problems with writing and spelling. When compared to their peers without disabilities, students with learning

disabilities perform significantly lower across most written expression tasks, especially vocabulary, grammar, punctuation, and spelling (Newcomer &Barenbaum, 1991).

4.2.2. Reading difficulties

The data obtained from the observation checklist shows that, 28 (93.3%) of students have difficulties in Reading or writing that manifested by repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words, and mispronounce or misreads many words. 25 (83.3%) students read slowly and below grade level, confused by letters like ‘b’ with ‘d’, numbers like ’15’ with ‘51’, words, sequences, or verbal explanations. Also they misspell words and reverse letters in their writing. 18 (60%) of students seems to have difficulty with vision during reading. When they trouble while reading they change the distance of the book or exercise mainly they bring the book near to their eyes. 20 (66.67%) students’ have fears to read aloud in a class. Even some students sound is difficult to be heard by the students who seats or stands near to them. This is supported by the following study. Difficulty with reading is by far the most common characteristic of students with learning disabilities. It is estimated that 90% of all children identified as learning disabled are referred for special education services because of reading problems (Kavale&Forness, 2000). The result obtained from the observation indicates that 28 (93.3%) student’s trouble in counting and calculating rapidly. Other study also suggested that, Many children and adults with dyslexia show a significant deficit in visual naming speed (the ability to rapidly name visually presented stimuli) compared to a typical reader (Lovett, Steinbach, &Frijters, 2000; Wolf, Bowers, & Biddle, 2000). Other study also support this idea, When asked to state the names of visually presented material such as letters, many individuals with reading disabilities have difficulty rapidly retrieving and stating the names of the letters, even though they know the letter names. The term

double deficit hypothesis is used to describe children who exhibit underlying deficits in phonological awareness and rapid naming speed (Wolf & Bowers, 2000).

4.2.3. Mathematical difficulty

The study result indicates that almost all students have challenge with long divisions and multiplications. Also students trouble with measuring concepts, understanding fractions, percentage, decimals and making comparisons. Regarding this other study suggests that; numerical reasoning and calculation pose major problems for many students with learning disabilities. Students with learning disabilities perform lower than normally achieving children with every type of arithmetic problem at every grade level (Cawley, Parmar, Foley, Salmon, & Roy, 2001).

4.2.4. Inclusive education

The data obtained from teachers' shows that, teachers have got information about inclusive education and special needs education in short term training. They are trying to practice inclusive education on the school based on the knowledge they acquired from the training. Teachers and the school principals also suggested as they want to help students with disabilities mainly those with learning disabilities, but due to shortage of teachers and lack of professionals, students have been left without getting appropriate supports. Students with learning disabilities also suggested as they have been not getting special supports from the school. From this one can conclude that due to lack of special needs educational professionals' students have been not getting the appropriate services from the school. Other studies have shown that; the research literature suggests that the implementation of inclusion policies has been uneven (Evans & Lunt, 2002). Whilst there are many success stories to be told about inclusion (e.g. Ainscow, 1997; Black-

Hawkins, Florian & Rouse, 2007), there have also been failures and difficulties. Such difficulties have been blamed on a variety of factors including, competing policies that stress competition and ever-higher standards, a lack of funding and resources and existing special education practices. It has also been suggested that one of the greatest barriers to the development of inclusion is because most teachers do not have the necessary knowledge, skills and attitudes to carry out this work (Forlin 2001).

On the interview teachers suggested that after they participated in the training they have been trying to practice inclusive education. Regarding provision of especial supports for students with disabilities, they are not giving additional supports for this they mentioned a lot of problems such as shortage of teachers, only one teacher is teaching one class, teachers loss of motivation and lack of knowledge about the way to give supports for students with disabilities. This shows that even with the available knowledge students are not getting especial concerns. Regarding this previous studies states the following; nevertheless teachers do have concerns about inclusion and many surveys have found that teachers' attitudes towards inclusion are not particularly positive (Ellins& Porter, 2005). Further, they express concerns about their lack of preparation for inclusion and for teaching all learners (Forlin, 2001). But in settings where teachers are encouraged to try out a range of teaching strategies, they report that they knew more than they thought they knew and, for the most part, children learn in similar ways. Although some children might need extra support, teachers do not distinguish between 'types' of special need when planning this support (Florian & Rouse, 2001). Many teachers reported that they did not think that they could teach such children, but their confidence and repertoire of teaching strategies developed over time. This would suggest that by 'just doing it' teachers are capable of developing knowledge and positive attitudes to inclusion. I have suggested elsewhere (Rouse,

2007) that developing effective inclusive practice is about not only about extending teachers' knowledge, but it is also about encouraging them to do things differently and getting them to reconsider their attitudes and beliefs. In other words, it should be about 'knowing', 'doing', and 'believing'. But what might this look like in practice?

Chapter Five

Summary, Conclusions and Recommendations

5.1. Summary

The main purpose of the study was to investigate, analyze, and evaluate invisible learning needs of students and perception of inclusive education among teachers, schools and woreda bureau officers, and thereby to suggest some of the possible alternative solutions as to have to improve their activities in the instructional process and to implement the alternatives. The questions raised were what is the students' level of writing, reading and arithmetic competency? How teachers perceive inclusive education and learning difficulties? Is there any kind of support provided for students with LD from concerned bodies? What are the major factors for students' low performance on developing basic educational skills? And is there any effort done in the woreda level to practice inclusive education?

To answer the research questions, a descriptive study was designed to effectively examine the Invisible learning needs of students and perception and practices of inclusive education among teachers, schools and woreda bureau officers. The sampling techniques used in this study were availability and purposive sampling.

To gather the information from the respondents, four types of instruments namely: structured and semi-structured interview, observation, teachers and students reflection were employed. The data obtained through observations were analyzed quantitatively. And the data obtained through interview was analyzed using qualitative method. Thus, the major findings are as follows.

1. Most students came from uneducated and poor families, and this makes them not to get appropriate educational support and to engage in home and field activities after school.
2. Most students neglect themselves from writing, reading and solving arithmetic problems due to their difficulty in writing, reading and solving arithmetic problems.
3. Teachers are aware of the presence of varies group of students in a class with varies learning needs.
4. It was also found that, teachers' knowledge about inclusive education and special needs education is restricted on short day's trainings. This indicates that, teachers' knowledge is not enough to practice inclusive education in the school and it is difficult to teach students with special needs.
5. Concerning cooperation of teachers with parents, teachers are working in collaboration with students' parents to bring changes on the students' education. This shows that the cooperation of teachers with parents will bring better development on the students' basic skill development.
6. It was also found that, students low performance on developing basic educational skills is due to absence of pre-school education centers, loss of motivation among teachers and students and parents' mismanagement. This
7. Even if teachers have low knowledge about teaching students with learning disabilities, after they attended the training of inclusive education and special needs education, they have been supporting students with disabilities and they are seeing some changes. This means, providing trainings for teachers can bring changes on the way of supporting students with disabilities.

8. The woreda education bureau is working hard to implement inclusive education. But to practice it well they have problems related with financial, material and educated man power.
9. At last, observation checklists demonstrated that, students have difficulties which are related with writing, reading and solving mathematical problems.

5.2. Conclusions

The study of the results of descriptive study on 150 subjects is consisting of 139 grade four students, 6 school principals and three teachers from two schools, and 2 woreda bureau officers. The research questions were designed to collect information on to what extent students have difficulties in writing, reading and solving arithmetic problems, to what extent teachers are familiar with students invisible learning needs, how teachers perceive and initiate to practice inclusive education and to at last the level of practices of inclusive education in the woreda level is examined and discussed.

Based on the discussions made, the following conclusions are drawn. Students with learning disabilities have challenges to develop basic education skills; however most of students came from uneducated families this made them to restrict them to knowledge only gained from school. Even though, these students have difficulties in mastering basic educational skills they are neglecting themselves from writing, reading and solving arithmetic problems. In the school teachers identified students with their respective category. They identified as students with writing, reading, mathematical and students with other disabilities. Hence, students have been identified as having difficulties in different areas, but to provide especial support there are financial, material and educated man power problems. In the study the absence of pre-school

education centers, teachers and students' low motivation and parents' mismanagement were identified as the causes for the development of poor basic educational skills. The study investigated that, teachers' knowledge about inclusive education and special needs education is limited for short days training. Even if they had been attended short training they have been working hard to implement what they gain from the trainings they have seeing good improvement by students.

The study also investigated that, the woreda education bureau has been giving trainings for teachers to acquire knowledge about inclusive education and special needs education. But to practice inclusive education there are financial, material and manpower challenges. Even if there are great challenges the woreda is trying to practice inclusive education with the available knowledge, finance and manpower.

5.3. Recommendations

Based on the findings and the conclusion drawn, the following recommendations forwarded.

1. Most students came from uneducated families who thought as sending children to school is enough to acquire basic skills and to success, though teachers and schools should to work hard on parents' awareness creation about home study and home related educational supports.
2. Students with learning difficulties have problems with developing writing, reading and math concepts due to these students are neglecting themselves from such activities. Teachers should to motivate those students to practice writing, reading and solve math problems.

3. Teachers' knowledge about inclusive education and special needs education is restricted to short days training. To practice inclusive education and special needs education in school long training or experts from the field is needed. To this end the government has to give long term training for the teacher or to hire professionals from the field.
4. The absence of pre-school education centers, teachers and students' low motivation and parents' mismanagement are one of the causes for low achievements of students in the development of basic skills. Governments or nongovernmental organizations should to establish pre-school centers, also government should to hire teachers the loss of motivation might came due to a teachers full day spent in one class. In addition teachers have to motivate students who show reluctant and unmotivated.
5. The woreda education bureau is giving attention for inclusive education and special needs education in general. But the term special needs education encompasses a lot of issues on it, the woreda education bureau should to give special attention for specific kinds of disabilities, mainly learning disabilities affect most school age children and it should to get especial attention.

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Appendix A

Addis Ababa University

College Of Education and Behavioral Studies

Department of Special Needs Education

(Graduate Program)

Interview prepared for students

General direction: This interview guide is prepared to collect information

About students with invisible learning needs and practices of inclusive education, more specifically, the purpose of this interview is to gather data about students writing, reading and arithmetic skills.

Since the quality of data collected through this interview depends on your honesty and frank responses, you are kindly requested to respond accordingly.

Thank you in advance

Interview guide lines for students

1. Name of students_____

2. Do you get educational support from your families?

3. What are your challenges in the school?

4. What is your favorite and worst subject?

5. What do you think the causes for low achievement in writing, reading and arithmetic skills?

6. Is there any educational support you get from schools and teachers?

7. What kind of support you need to improve your basic education skills from your parents, teachers and school?

8. Are you motivated to attend class?

Thank you

Appendix B

Addis Ababa University

College Of Education and Behavioral Studies

Department of Special Needs Education

(Graduate Program)

Interview prepared for teachers

General direction: This interview guide is prepared to collect information

About students with invisible learning needs and practices of inclusive education, more specifically, the purpose of this interview is to gather data about students writing, reading and arithmetic skills.

Since the quality of data collected through this interview depends on your honesty and frank responses, you are kindly requested to respond accordingly.

Thank you in advance

Interview guide lines for teachers

1. Name of teachers_____
2. What kinds of students attend class?
3. Do you know about students with special needs and inclusive education?
4. Do you get any chance to attend trainings or education about special needs education and inclusive education?
5. If your response for questions number 3 and 4 is yes is there any effort you deed to support students with special needs, and to practice inclusive education in your class?
6. Do you know about learning disabilities?
7. If your response for question number 6 is yes, are there students with learning disabilities in your class?
8. Is there any effort you made to support students with learning disabilities?
9. Are you work in collaboration with students' parents?
10. What do you think the causes of students' low achievement on writing, reading and arithmetic skills?
11. What are challenges to practice special needs education and inclusive education?

Thank you

Appendix C

Addis Ababa University

College Of Education and Behavioral Studies

Department of Special Needs Education

(Graduate Program)

Interview prepared for school principals

General direction: This interview guide is prepared to collect information

About students with invisible learning needs and practices of inclusive education, more specifically, the purpose of this interview is to gather data about students writing, reading and arithmetic skills.

Since the quality of data collected through this interview depends on your honesty and frank responses, you are kindly requested to respond accordingly.

Thank you in advance

Interview guide lines for school principals

1. Name of respondents_____
2. Do you know about students with special needs and inclusive education?
3. Do you get any chance to attend trainings or education about special needs education and inclusive education?
4. If your response for questions number 3 is yes is there any effort you deed to support students with special needs, and to practice inclusive education in your school?
5. Do you know about learning disabilities?
6. If your response for question number 5 is yes, are there students with learning disabilities in your school?
7. Is there any effort you made to support students with learning disabilities?
8. Are you work in collaboration with teachers and students parents to support students with special needs?
9. What do you think the causes of students' low achievement on writing, reading and arithmetic skills?
10. What are challenges to practice special needs education and inclusive education in your school?

Thank you

Appendix D

Addis Ababa University

College Of Education and Behavioral Studies

Department of Special Needs Education

(Graduate Program)

Interview prepared for woreda education bureau officers

General direction: This interview guide is prepared to collect information

About students with invisible learning needs and practices of inclusive education, more specifically, the purpose of this interview is to gather data about students writing, reading and arithmetic skills.

Since the quality of data collected through this interview depends on your honesty and frank responses, you are kindly requested to respond accordingly.

Thank you in advance

Interview guide lines for woreda education bureau officers

1. Name of respondents_____
2. Do you know about special needs education and inclusive education?
3. Do you get any chance to attend trainings or education about special needs education and inclusive education?
4. If your response for questions number 3 is yes is there any effort you deed to support students with special needs, and to practice inclusive education in your woreda school?
5. Do you know about learning disabilities?
6. Is there any effort you made to support students with learning disabilities?
7. Are you work in collaboration with teachers and students parents to support students with special needs?
8. What do you think the causes of students' low achievement on writing, reading and arithmetic skills?
9. What are challenges to practice special needs education and inclusive education in your woreda schools?

Thank you

Appendix E

Addis Ababa University

College Of Education and Behavioral Studies

Department of Special Needs Education

(Graduate Program)

Observation Checklist

This observation checklist is prepared to collect information about students with invisible learning needs and practices of inclusive education, more specifically, the purpose of this interview is to gather data about students writing, reading and arithmetic skills through observation of 30 students classroom and outside classroom activities and exercise books. The researcher used ‘yes’ for activated behavior and ‘No’ for inactivated behavior.

		Yes		No	
		N	%	N	%
No	Activities				
1.	Writing related activities				
1.1.	Writing that is almost impossible to read.				
1.2.	Big and small spaces between words.				
1.3.	Poor spelling				

1.4.	Different sized letters on the same line.				
1.5.	Abnormal and irregular formation of letters.				
1.6.	Very slow writing.				
1.7.	Very slow copying from board.				
1.8.	Does not follow margins.				
1.9.	Reverses letters				
2.	Reading related activities				
2.1.	Reads slowly and below grade level				
2.2.	Confused by letters, numbers, words, sequences, or verbal explanations.				
2.3.	Reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words.				
2.4.	Reads and rereads with little comprehension.				
2.5.	Seems to have difficulty with vision				
2.7.	Misspells words				
2.8.	Reverses letters "b" for "d" or "p" for "q", even whole words				
2.9.	Mispronounces or misreads many words				
3.	Mathematical Concepts				
3.1.	Cannot do simple mathematical problems				
3.2.	Does not understand the concept of time				
3.3.	Does not understand or has difficulty with long division and multiplication				
3.4	Is not able to memorize the multiplication tables				

3.5	Does not understand fractions, percentages or decimals.				
3.6.	Trouble in Counting and calculating rapidly				
3.7.	Trouble in Learning multiplication tables, formulas, and rules				
3.8.	Trouble in Making comparisons such as more than/less than				
3.9.	Trouble in Measuring things				

Appendix F

Addis Ababa University

College Of Education and Behavioral Studies

Department of Special Needs Education

(Graduate Program)

Tests

This test is developed to collect information about students with invisible learning needs, more specifically, the purpose of this test is to gather data about students writing, reading and arithmetic skills. This test has 40 questions developed from four subjects namely English, Amharic, Math and Siltigna.

Since the quality of data collected through this test depends on your honesty and frank responses, you are kindly requested to respond accordingly.

Thank you in advance

Part one: English test.

Direction I. Read the following passage carefully and answer question 1-4 based on the passage.

TiruneshDibaba Runs for Ethiopia

Tirunesh runs races in the Olympics. People call her "the baby face destroyer."

"Run, Tirunesh, run!" people stand up. They shout and cheer, she can see green, yellow and red. It is the Ethiopian flag. The wind is blowing the flag. Tirunesh runs across the finish line first. She finishes each race with a big kick. She wins another race! An Ethiopian runner wins the gold medal again.

1. What does TiruneshDibaba do?

A. Run B. Play football C. Jump D. Learn

2. What do the people do?

A. Shout and cheer B. Run C. Steel D. Play football

3. For which country does Tirunesh run?

A. Ethiopia B. Kenya C. Somalia D. Sudan

4. Tirunesh sees green, yellow and red what is it?

A. Ethiopian car B. Ethiopian flag C. Kenya car D. Kenya flag

Direction II. Choose the correct answer from given alternatives.

5. There are_____ balls in the box.

A. Three B. Four C. Five D. Six

6. _____live in water.

A. Donkey B. Monkey C. Cat D. Fish

7. There are seven days in a_____.

A. Month B. Week C. Year D. Semester

8. The _____are learning English.

A. Directors B. Doctors C. Teachers D. Students

9. You can hear with your_____.

A. Ears B. Tongue C. Eyes D. Nose

10. X: hello; my name is Ahmed. What is your name?

Y: _____.

A. I am grade four students.

B. My name is Hassen.

C. I am from Addis.

D. My father is teacher.

Part two: Amharic test

ለሚከተሉት ጥያቄዎች ተገቢውን መልስ ከተሰጡት አማረጮች ውስጥ ምረጡ።

1. በግ ተብሎ የቤት እንስሳ ከሆነ ቀበሮ ተብሎ----------ይባላል

ሀ. የጓሮ እንስሳ ለ. የዱር እንስሳ መ. የውጭ እንስሳ ረ. የቤት እንስሳ

2. ለጋ ለሚለው ቃል ተመሳሳይ የሚሆነው የትኛው ነው

ሀ. ጠለዘ ለ. ወረወረ መ. ወሰደ መ. ሰጠ

3. ቆመ ለሚለው ቃል ተቃረኒ የሚሆነው የትኛው ነው

ሀ. ተቀመጠ ለ. አንቀላፋ መ. ተናገረ ረ. ሳቀ

4. የኛ ዉሻ----------ይባላል

ሀ. አቢቲ ለ. ሚሚ መ. አቡሽ ረ. ቦቢ

5. ----------ን ሁልጊዜ አያታለሁ

ሀ. ወፍ ለ. ወፍዋ መ. ወፉ ረ. ሁሉም መልስ ናቸው

6. የበቆሎ እሸት በ----------ላይ ይጠበሳል

ሀ. ፍም ለ. ውሃ መ. መረቅ ረ. መልስ የላውም

7. ዳናና ማሚቴ ብበሰጨተ ጸጉራቸውን----------

ሀ. አከከች ለ. አከከ መ. አከኩ ረ. ሁሉም

8. አህመድ ከፈረስ ላይ ወድቆ----------

ሀ. ተሰበረ ለ. ተሰበረች መ. ተሰበሩ ረ. ሁሉም

9. እናቴ----------ቅቤ ተቀባች

ሀ. ለጋ ለ. ንጥር መ. ነጭ ረ. ሁሉም

10. ሰራተኞቹ መጽሃፎቹን በደንብ----------አለባቸው

ሀ. መደርደር ለ. መቀባት መ. መወርወር ረ. መልስ የለውም

Part three: siltigna test

ሊጲ ኮሎ ላሉይ ሱልቸ ትክክላኛይ ጀወበ ፊሱ

1. «በረ» ረ ቲሸደድ ምነ ዮናን?

ሀ. የማልት ስንቅ ለ. ዝላሚ አቃነነ መ. ረወጠ ረ. መጠ

2. ቃወ የፈልቡያን ሙት

ሀ. ሚዳኖ ለ. ጀበን መ. ጄረኪነ ረ. ጀክ

3. ተከምስ ዞፍ ያለይ አያም

ሀ. ውጠት ለ. ሀርጴ መ. ጅማት ረ. አንሰንበት

4. ሀይባ ቶባት የጋር ዲነት

ሀ. ኡማር ለ. ላም መ. ከራብ ረ. ቦቅሎ

5. ጀሚለዋ ባርሰቤመሪኑም ፈጅር ቲትራከቡ አይነኮ ሰላመቼ እትባባሎን?

ሀ. ፈየ አንደርከ ለ. ፈየ አንደርሽ መ. ፈየ አንደርኩም ረ. ሁሉምከ

6. ታደሀ ለበለ ነገ ትትላሉ ምነ ትሌታህ?

ሀ. ፈየ ስንብቺ ለ. ፈየ ህንደሪ መ. ፈየ ዋዱ ረ. ሁሉምከ

7. «) » የምንግዝን መልከት?

ሀ. የቀኚት ቅንፊ ለ. የጉረ ቅንፊ መ. የቁኖ ማረ ረ. የጉድሎ ማረ

8. «በለ» ለ ሾሼ ቲል ምነ ዮናን?

ሀ. ተረዘቀ ለ. አዋለከ መ. ብዝ ረ. የሮሬ

9. «ቡሽ ላም ለደቺ እፎነታን» ሊለነይ ኡንቂት ጀዋብከ?

ሀ. አፍሪንጀ ለ. በቄለ መ. ጂረ ረ. ላም

10. «በገበየ ቡሽ ፋየ» ሊላነይ ኡንቂት ጀዋብከ?

ሀ. ፌቅ ለ. ጣይ መ. በሰር ረ. ሚጥሚጠ

Part four: math test

1. ‘5’ በአሀዝ ቲከትቡይ

   ሀ. አድ ለ. አራት መ. አምስት ረ. አስር

2. 5 _____ 7

   ሀ. > ለ. < መ. = ረ. ሁሉምከ

3. 4>2 ቲትቀረ

ሀ. አራት ኢበዛን ተሆሽት

ለ. አራት ያንሳን ተሆሽት

መ. አራት ቂጠ ዮናን ተሆሽት

ረ. ሁሉምከ

4. ኢታይ ’<’ የሚንግዝን መልከት?

ሀ. ኢበዛን ለ. ያንሳን መ. የቂጠናት ረ. ሁሉምከ

5. ተ 7 ኢልቅ ኢቀድማነይ ኢልቅ ምስትን?

ሀ. 5 ለ. 6 መ. 8 ረ. 9

6. 2+7=----------

ሀ. 2 ለ. 5 መ. 9 ረ. 7

7. በትክክለኛይ ሬራ ቀደ የድጎበለይ ሚጥሩ

ሀ. 1፣ 2፣ 3፣ 4፣ 5፣ 6፣ 8፣ 7፣ 9

ለ. 1፣ 2፣ 3፣ 4፣ 5፣ 6፣ 7፣ 8፣ 9

መ. 1፣ 2፣ 4፣ 3፣ 5፣ 6፣ 7፣ 8፣ 9

ረ. 1፣ 2፣ 3፣ 4፣ 5፣ 7፣ 6፣ 8፣ 9

8. በአድ ጢድ 8 ኡንፍ ተጎበሎ ናር 6 በረሩ ሚስት ኢቀራን?

ሀ. 14 ለ. 8 መ. 6 ረ. 2

9. 6-0=----------

ሀ. 5 ለ. 6 መ. 7 ረ. 0

10. በ-9= 6 በ ምስትን

ሀ. 10 ለ. 15 መ. 20 ረ. 25

Declaration

The thesis is my original work, has not been presented for a degree in any other

University and that all sources of material used for the thesis have been duly acknowledged.

Name AbdulfattaMuzamil

Candidate signature _____

Date _____

This thesis has been submitted for exam with my approval of as advisor.

Name _____

Signature _____

Date _____