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SCHOOL OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

***FACTORS HINDERING INVOLVEMENT OF PARENTS IN
INDIVIDUAL EDUCATIONAL PLAN PROCESS OF CHILDREN
WITH INTELLECTUAL DISABILITIES AND WAYS TO
ALLEVIATE THEM***

Case study of Pallotti Children's Hope Centre in Gisagara District

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DECLARATION

I declare that this research is my own work it wasn't presented for a degree in any other university or higher institutions of learning.

Signed

Father Jean Pierre Munyaneza

Date/...../.....

APPROVAL

I, the undersigned, certify that this thesis has been under my supervision and been submitted with my approval.

Signed

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ABSTRACT

This research aims at finding out the factors hindering involvement of parents in Individual Educational Plan (IEP) process of children with intellectual disabilities, identifying some possible challenges faced by parents and the causes of their disengagement in education of their children with Intellectual Disabilities. Here, the study proposed the strategies to addressing those challenges and explained the contribution of “Pallotti Children’s Hope Centre” in Special Need Education (SNE) of children with Intellectual Disabilities (IDs).

The study was conducted in Pallotti Children’s Hope Centre (PCHC) in Gisagara District. (PCHC) takes care of children with intellectual disabilities (mild and moderate) and empowers them to live independently in the society. The study involved 78 participants; 60 parents whose children in PCHC, 14 teachers and 4 staff members; it uses questionnaire and interview as instruments of data collection and data were analyzed using tables and figures.

The findings revealed that the factors hindering involvement of parents in Individual Educational Plan (IEP) process of children with intellectual disabilities are ignorance of IEP Process and its importance and thinking that IEP Process is an affair of only teachers. Other factors revealed in this research are: lack of concern and expertise of intellectual impairment and negative societal perceptions of impairment, Lack of communication and collaboration between School leadership and parents, misunderstanding of Community Based Rehabilitation support and illiteracy.

In order to alleviate the mentioned challenges; Pallotti Children’s Hope Centre *administrations* are recommended to invite parents to participate in IEP meetings and to engage them in decisions making. *Teachers* of Pallotti Children’s Hope Centre are recommended to improve communication among parents, children and teachers. *Parents* of Children with Intellectual Disabilities are recommended to participate in academic and para-academic activities of their children. *The Ministry* of Local Governance is recommended to facilitate the social and academic progress of children with IDs and to develop the culture of social acceptance of children with IDs in the society and to train the population at local level of administration about intellectual disabilities.

Key Words: Individual Education Plan, Intellectual, Disability, Special Needs Education, Rehabilitation

LIST OF ABBREVIATIONS

ADRA: Adventist Development and Relief Agency

CBR: Community Based Rehabilitation

CwIDs: Children with Intellectual Disabilities

DfID: Department for International Development

EFA: Education For All

ESSP: Education Sector Strategic Plan

HI: Humanity and Inclusion

IDs: Intellectual Disabilities

IDEA: Individuals with Disabilities Educational Act

IE: Inclusive Education

IL: Independent Living

ILO: International Labour Organization

IEPP: Individual Educational Plan Process

MINEDUC: Ministry of Education

NCPD: National Council of Persons with Disabilities

NGO: Non-Governmental Organization

PCHC: Pallotti Children's Hope Centre

PSTA: Parenting the Second Time Around

PWDs: Persons with Disabilities

RBEB: Rwanda Basic Education Board

SDGs: Sustainable Development Goals

SEN: Special Educational Needs

SNE: Special Needs Education

SPSS: Statistical Package for Social Sciences

TFDIER: Task Force for the Development of Inclusive Education in Rwanda

TVET: Technical and Vocational Education and Training

UK: United Kingdom

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

WFR: We For Rwanda

WHO: World Health Organi

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DEDICATION

This thesis is dedicated to my mother, brothers and sisters, and colleague students whom we shared the same difficulties within years of learning.

CHAPTER ONE: GENERAL INTRODUCTION

1.0. Introduction

Intellectually disabled children are among the world's many underprivileged children. Children with Intellectual Impairments, according to Senosi (2014), suffer a wide range of issues, including learning problems, social discrimination, and unfavorable stereotyping, when compared to their peers without intellectual impairments. The goal of this study is to find out the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them.

1.1. Study Structure

The current chapter serves as a general overview of the research. It includes pertinent contextual information on the research, the problem statement, the study's objectives, relevant questions of the research, hypotheses, and the relevance of the study, as well as a brief conclusion of the chapter.

The second chapter focuses on evaluation of related literature for this subject. Through this section, literature related to the factors hindering involvement of parents in Individual Educational Plan (IEP) process of children with intellectual disabilities is reviewed, including relevant research in these areas.

Definitions of the key concepts, theoretical framework and other related theories, together with the roles of parents in Individual Educational Plan process for children with intellectual disabilities, the causes of parental disengagement in IEP process, the strategies to overcome this disengagement, and the contribution of Pallotti Children's Hope Centre in rehabilitation and empowerment of intellectually disabled children (i.e. mild and moderate) guiding the study are also presented in chapter Two. Chapter three deals principally with methodological issues related to the conduct of the study. This chapter also covers the conceptual framework, research design, the approach used in the research, population, sample and sampling methods utilized to acquire data, as well as how those data were presented. This is also the chapter where concerns like the research's validity and reliability, as well as ethical implications, are discussed.

This study employed both quantitative and qualitative approach to acquire participants' data. The presentation and analysis of quantitative and qualitative data provide the focus of chapter

four. Indeed, in this chapter, the data presented and analyzed are aggregated and discussed. And the fifth chapter provides conclusion and recommendation related to study results.

The final part of this study consists of the appendices. These appendices contain some documents related to this study. These include: IEP form, questionnaires and interviews protocols used in the study, consent forms for the participants in the study and the authorization letter from the University of Rwanda.

This study is entitled “factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them (mild and moderate) the Case Study of Pallotti Children’s Hope Centre in Gisagara District.”

1.2. Background of the problem

The Ministry of Education in Rwanda has a fundamental mission: to transform Rwandan people into talented human resources for the country's socioeconomic development by securing sustainable access to high-quality education and training, concentrating on reducing illiteracy, promoting technology and science, critical reasoning, and positive ideas (MINEDUC, 2018). However, this basic mission cannot be fully realized unless the global average of 15% of persons with disabilities and accompanying Special Educational Needs (WHO, 2011) is taken into account. Learners requiring Special Educational support allowing them to fully participate in ordinary education programs are among those who fall into this category.

However, according to research done in Rwanda by UNICEF and the Ministry of Education (2014-2015) and assigned by the UNICEF Eastern and Southern Africa Regional Office and Education Development Trust, UK, numerous disabled children do not fit into the mainstream education scheme and are excluded. According to the findings, education is now linked to good jobs, a healthier lifestyle, socio-economic security, and likelihood for full engagement in society. In today's productivity-driven world, disabled persons who do not produce are worthless. This mindset disregards all children's entitlement to an equal education regardless of their socioeconomic status. Disabled Children have undeniable rights to education and social inclusion.

The national constitution of 2003 as revised in 2015 highlights the government commitment towards education for persons with disabilities as it is clearly mentioned by the article 40 "every person has the right to education... The State has the duty to take specific steps to facilitate the education of disadvantaged learners."

Nevertheless significant progress has been made in Rwanda's educational system. Karangwa (2014) found that, in addition to the ratification of a number of national and international policy documents, including the National Constitution of 2003, the law N° 01/2007 of January 20, 2007, whose articles 11, 12, and 13 demonstrate the government's effort to ensure education for all children without discrimination. In particular, this author demonstrated that approximately 53 specialized centers or schools for the education and rehabilitation of children with disabilities had been established around the country in the last five years, primarily through private initiatives. Since 2007, 105 Nine Years Basic Education (9YBE) schools have implemented Child-Friendly and Inclusive Education (IE) approaches to accommodate community apprentices with Special Educational Needs. So, if all of these advances have been made, what remains to be done in Rwanda to achieve effective inclusion? The purpose of this research is to focus on the subject of special needs schooling for intellectually disabled children (mild and moderate). These children must make social and academic improvement, primarily with the help of their parents. This study aims to meet this need, and it offers active parental participation in the IEP process as a solution to the problem described below.

Parental involvement in IEP process (identification, eligibility, IEP meeting, evaluation, and placement) reveals the complexity of the SENs. According to Irene Ndayambaje, former Director General of Rwanda Education Board (2020), stated that “along with school officials, parents are important IEP team members”. Without them, professionals will not be able to gather all information on the child. Parents have a right to participate in meetings about their children's identification, SEN evaluation, IEP formulation, and educational placement. They are like other IEP team members, have the right to ask questions, raise concerns, and propose changes to the plan.

As a result, it is critical to understand that parental involvement in the education of their disabled children begins at home with parental care, continues at school with the provision of basic education, and concludes at home-community with the acquisition of independent living skills. These kids should have the same social standing as other citizens, including civil, marital, and financial status. Their parents create a safe and healthy environment for their children, as well as suitable learning experiences, support, and a good attitude toward school and community life. Otherwise, education is much more than schooling. It is the ability to learn everything you need and want throughout your life, according to your capacity.

Ndaruhutse (2018) claimed that education is vital, but that it must be viewed as part of a lifetime learning process. As a result, education should be regarded as an inherent aspect of life and all societal institutions. Individuals can have more control over their surroundings and become more skilled and knowledgeable through the educational process, according to Dave (1973). According to this author, lifelong education aims to consider education as a whole: "...it is a process of achieving personal, social, and professional development over the course of one's life." As a result, it must be integrated into every aspect of society.

Parental goals and expectations for their children's education, according to Fan and Chen (2001), have a high association with academic outcomes. Gutman and Akerman (2008) believe that parents should believe in their own efficacy and ability to help their children. Parents should believe that they are making a significant contribution to their children's education, regardless of how involved they are in their children's education. In the absence of parental involvement in their children's education, especially those who are disabled, there is no improvement in daily living of children. It is a double failure, academically and socially. On the one side, there is no progress in daily living life of amount of children with disabilities because of isolation from their families. Because of this, through family education, children with disabilities need to be socialized in the society. On the other side, there is a gap of inclusive-schools which can meet their special needs.

1.3. Problem Statement

Researchers such as Harry (1992), Kalyanpur (2002), and Skrtic (2008) have demonstrated the necessity of contextualizing parental involvement in the education of children with impairments. However, because of the cultural circumstances in which parents live, achieving the expectation that parents will participate in campaigning for their children's rights is difficult. These circumstances have an impact on their views about education and their ability to participate in their children's education. These researchers believe that parents' lack of involvement in their children's education in specific cultural contexts should not be interpreted as a lack of parental interest in their children's education (Harry,1992, Kalyanpur,2002 & Skrtic,2008).

Basing on (Harry,1992 Kalyanpur,2002 & Skrtic,2008) perspectives there is a problem of parents who lack the involvement in their children's education even though they are interested in their children's education.

The concern of this research consists of finding out factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities at PCHC and ways to alleviate them

This project aims to find out factors preventing involvement of parents whose children in “Pallotti Children’s Hope Centre” (PCHC) and strategies to alleviate those factors. The following are objectives of the study.

1.4. Objectives of the Study

This study’s objectives are classified into two categories namely; the main objective which gives the general orientation of the study, and specific objectives from which the researcher managed to carry out his study.

1.4.1. Main Objective of the Study

The primary goal of this study is to find out factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities at PCHC and ways to alleviate them. Aside from the basic goal, there are a few others that are more specific.

1.4.2. Specific Objectives of the Study

The following are our specific goals:

1. Finding out factors hindering involvement of parents in IEP process of children with intellectual disability at PCHC.
2. Identifying some possible challenges faced by parents and the causes of their disengagement in education of their children with IDs. Here, the study will propose the strategies to addressing those challenges.
3. To explain the contribution of “Pallotti Children’s Hope Centre” in SNE of children with IDs.

1.5. Research Questions

1. What are factors hindering involvement of parents in IEP process of children with intellectual disability at PCHC?

2. What difficulties do parents of children with IDs experience in the community? Are these challenges the cause of their disengagements in SNE of their children? Which strategies can be used to handle the issue of parents' disengagement in IEP process?

3. What is the contribution of *Pallotti Children's Hope Centre* to address the problem of disengagement of parents in SNE of children with IDs.

1.6. Research Hypotheses

Larson-hall (2010, p. 394) argues that "research hypothesis is a formal statement of what a researcher expects to find when conducting his experiment". The current study expects the following outcomes:

- The factors hindering parents' involvement in children education at PCHC associated with cultural circumstances, parents' beliefs, lack of knowledge about required Special Needs for their children and familiar income situation (poor or rich)
- The strategies to alleviate them are providing trainings to parents and inform parents about the importance of getting involved in their children's education.

1.7. Significance of the Study

For a long time disabled people, especially intellectually disabled children, have already been isolated, sidelined and neglected by the society and long time ago they were not cared for by their parents and relatives of their household. This was owing to the fact that there were a lot of individuals with disabilities were taken as worthless in the community.

Intellectually disabled children, according to Dr. Bernd Bierbaum (2020), have learning challenges and a lack of adaptive behavior. These significant challenges can mean that they are not accepted by schools and communities. Due to their low ability in grasping abstract knowledge, these children lag significantly behind other children of the same chronological age in many, if not all, school subjects and other school activities. Because of this, the huge number of children in the mainstream tutorial room, coupled with other factors such as the inability by teachers to distinguish between slow learners and children with intellectual disabilities, teachers do not have the time to help children who lag behind. Because of this, children with intellectual disabilities are forced out of school systems and this puts them in awkward situations because they have nowhere else to go in order to continue with their education. Parents also have no knowledge of other supplementary options resulting in ignoring the education and training needs of their children. As a result, this situation stands in

contrast to the United Nations Convention on the Rights of Disabled individuals, which guarantees full inclusion (acceptance) in families and access to education.

Accordingly, this research is worthwhile since it suggests appropriate measures to foster active parental involvement in IEP Process. The outcomes of the study will serve as a guide to the IEP process for parent with intellectually disabled children. It will also be a benefit for *Pallotti Children's Hope Centre* and stakeholders. In other words, the research findings shall serve as reference to build on an appropriate approach that can be successfully applicable to the Rwandan SENs model.

1.8. Study Delimitation

The study carried out in Gisagara District in accordance with Pallotti Children's Hope Centre within a period of ten months from 18/03/2021 to 15/02/2022 owing to the financial issues, it is not easy to investigate all respondents, how parents get involved in individual education plan process on social academic progress of children with intellectual disabilities; That is why the study was carried out in one District of southern province.

1.9. Study Structure

Five chapters make up this work. The first chapter is a general introduction includes background of the study, problem statement, the significance of the study, research objectives, hypotheses, the work organization, and a preliminary bibliography. The second chapter is a literature study of concepts and theories related to intellectually disabled children. The third chapter is dedicated to Methodology used to collect data for this research. The fourth chapter is devoted to data analysis and interpretation. Chapter fifth is about General conclusion and recommendations.

1.10. Conclusion

The first chapter was aiming to set the tone for the research. Its objective was to provide to the reader with some useful information about IEP process and the impact of an active parental involvement on social and academic progress of CwIDs (Mild and Moderate). The chapter presented some background information about special needs education, especially education for children with IDs, which is education for self-living in the community. The problem statement and motivation, research questions, objectives and hypothesis that guided this study

also formed an important aspect of this chapter. In the rationale of this study, it was noted that the experiences of *Pallotti Children's Hope Centre* can serve to handle the problem of disengagement of parents to be involved in SENs, especially in Individual Educational Plan process.

CHAPTER TWO: REVIEW OF THE LITERATURE

2.0. Introduction

The current chapter covers the review of previous research related to parents' involvement in education of disabled children. It surveys scholarly works related to special needs provided to children with impairment. In this chapter the researcher acknowledges the work of previous researchers who contributed to special needs education and the relationship between their researches with the current research. The key concepts and theoretical framework was developed in this chapter. Diverse theories will conduct this chapter in order to know deeply the concerned subject and to deal with the gap of this study. Those theories are:

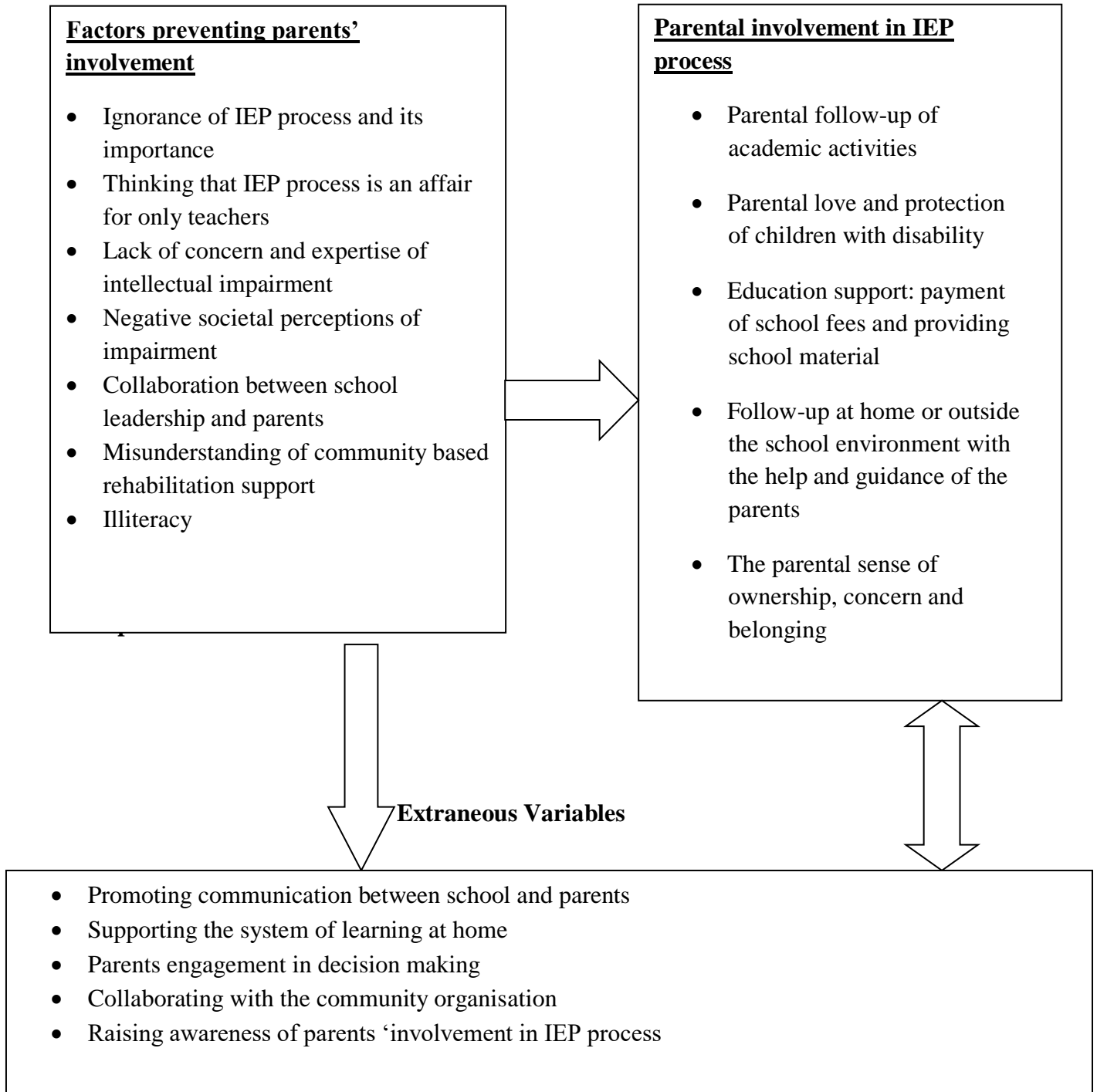
- Epstein's parental participation model,
- Role of parental participation in IEP process for children with disabilities,
- Causes of disengagement of parents in Individual Educational Plan process,
- Methods used to encourage parents to contribute in education of their children
- The contribution of Pallotti Children's Hope Centre in rehabilitation and empowerment of intellectually disabled children.

2.1. Conceptual Framework

Below is conceptual framework of Factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them in *Pallotti Children's Hope Centre*.

Independent Variables

Dependent Variables



The conceptual framework above highlights different factors that prevent parents' involvement in IEP process of children with disability. Parents don't participate actively due to ignorance of IEP process and its importance; it prevents children from benefiting satisfactorily from their parents. Parents also think that IEP process is an affair for only teachers and people who received trainings. It was clearly mentioned above that parents don't feel concerned because they are not expert in the field. Negative societal perceptions of impairment also prevent parents to feel involved in IEP process of student. Lack of collaboration between parents and the school leadership prevent the sense of involvement amongst parents. Two other factors that were mentioned are misunderstanding of community based rehabilitation support and illiteracy.

The above mentioned factors once managed; parents with disabled children will make the required follow-up of their children's academic activities and provide parental love and protection to them. Parents will provide needed support for education of their children such as giving school fees and providing school material. Parents will make follow-up at home or outside the school environment and they will get sense of ownership, concern and belonging.

2.2. Key Terms

2.2.1. Individual Education Plan (IEP)

According to REB (2020), IEP is not usually created for any learner with any disability as it is often believed; "it is certified file that defines the edification plot designed to meet the exceptional requirements of a disabled learner, or any other special educational need". It is also a systematic way to monitor and assess the progress of a learner with special needs. It involves educational planning that caters for each child's specific educational needs.. (Terzi, L,2005).

2.2.2. Disability

According to UNCRPD (2006), disabled people are those with lifelong corporeal, psychological, intellectual, or sensory impairments. They face psychological and environmental barriers. Rwanda Education Board, in a special education and inclusion training manual (2018) confirms that "the disablement occurs when the person interact with his or her surroundings. REB (2018), "defines disability as a partially or completely losing the ability to use certain body compartments"

2.2.3. Intellectual Disability

A child is qualified to have intellectual disability when he/she has some limitations in intellectual functioning like the problems in communication, taking attention of himself, as well as issues with social skills, such as in adaptive behaviours. Because of these limits, a child's development is slowed intellectually. His or her capacity to walk, to talk, to care himself or herself, to learn, become slower than other children without disabilities. According to Diagnostic and Statistical Manual of Mental Disorders (DCM-5, 2013), “intellectual disability involves problems with general mental abilities that affect functioning in two areas: intellectual functioning (such as learning, problem solving, and judgment) and adaptive functioning (activities of daily life such as communication and independent living)”.

2.2.4. Special Education Needs (SEN)

REB (2018) defines special education needs like the supplementary requirements that a student may have in school, because of innate or external limits or impediments. The teacher will need to pay particular attention to or help the learner with SENs. In the teaching space, different educational methods and tools should be applied to achieve the specific needs of students. To put it another way, special educational needs refers to the learning complications or infirmities that make learning more problematic for learners as compared to furthestmost children and young people of their age. These students need special care and help than unaffected children (Edward, 2014).

2.2.5. Special Needs Education (SNE)

In Rwanda, some children learn in specialized settings, due to temporary or permanent special education needs, thus in those settings teachers provide adjusted educational programs known as “Special Needs Education” (SNE). In the Rwandan context SNE is interpreted as education of those who has disabilities ‘*Uburezi bw’abafite ubumuga*’ or education for disabled learners, typically intellectual, multiple disabilities, or sensory disabilities. According to REB (2018), adapting the educational system (teaching approaches, environment, programs, tools) and modifying them to meet the specific requirements of students with exceptional educational needs is what is referred to as special needs education.

2.2.6. Rehabilitation

REB (2018 p.34) defines rehabilitation as “all services provided to newly persons with disabilities with the goal of regaining some of the functioning they had lost due to their impairment”. To rehabilitate someone, especially who is disabled, is to equip him or her with knowledge and skills for their independent living in the society.

2.3. Theoretical Framework: Epstein’ Model of Parental Involvement Theory

Theories are created to explain, anticipate, and interpret situation, for explaining the challenges and showing currently knowledge, all while staying within the confines of dangerous bounding expectations. Trochim and colleagues (2006) claim that theoretical framework cover and support theory of a research investigation. It outlines and gives the nature of the research problems to be considered.

The main theory of this research explained by Epstein's (2002) who tried to group this theory into 6 types of parental involvement (such as childcare, interactive, undertaking, home based learning, making decision, and collaboration within the surrounding area), each of them has an impact on many different practices in the carrying out of the partnership. According to Epstein (2002), these types will have a good impact on children when they will be applied by instructors and parents. Parent’s engagement in their kids’ education will produce a good result on them throughout their educational journey, either directly or indirectly. Then, parents should be responsive that home-based and college-based learning are complementary, and kids will believe that learning can happen from anywhere, including their homes, their surroundings (Nordin et Al., 2015).

It is a good activity when fathers and mothers are energetically and attentive to the learning of their kids. It is good when they participate in their children's knowledge processes and are actively helping them in learning practices provided by the school and teachers. Therefore, they fulfill their responsibilities as parents by ensuring that the student is supported in the learning method as much as possible (Clinton & Hattie, 2013 p.324).

Many studies (Labahn,1995, Clinton & Hattie, 2013) show that parental participation not only affects learner’s accomplishment positively, but helping the student in high and quality of education out come and best performance at school. Academic achievement and standardized test results, according to Labahn (1995), are required to boost kids' motivation, good attitude

toward school, and adaptable behaviours in the community. As a result, parents must be one of helper of student and being involved in their learning in order to increase their performance and provide a stimulant. Nonetheless, both schools and parents are unsure how to make it work. Parents' involvement in the educational system may benefit both children and schools.

As a result, Clinton and Hattie (2013) believe that parents are the key person to help learners by attending school board, evaluating academic report of his or student and showing commitment to their children's learning by attending parent-teacher meeting in order to review true situation of teaching process, a better understanding of performance of kids and instructors to determine where the youngsters are having difficulties and how to solve those challenges. On another hand, schools must do their part to encourage parents' involvement in education and promote some of the crucial tasks, such as making parents feel welcome at school, including parents in decision-making, and putting in place programs to provide information about parenting skills and community resources (Clinton and Hattie, 2013).

2.3.1. Social Constructivism

The theoretical or philosophic framework for the research effort is the research model. It's said to be a research philosophy. The term paradigm was used by Thomas Kuhn, an American writer, to define "a philosophical style of thought" in the field of research. In educational research, the terms paradigm and model are used to describe a researcher's "world perspective" (Mackenzie and Knipe, 2006). This paradigm refers to a point of view, theory, or set of common ideas that influences how study data are interpreted. "A holistic belief system, worldview, or framework that guides study and practice in a field" is what a study paradigm is" as explained by Willis (2007). Therefore, the research model or paradigm that will drive our investigation is social constructivism, which was founded by Soviet psychologist Lev Vygotsky after revolution period (1896).

Vygotsky questioned the notion of cognitivists such as Piaget and Perry based on cognitive science that education may be taken apart of its social setting. He maintained that all cognitive processes are derived from (and hence must be represented as products of) social relationships, and that acquisition was more than just the assimilation and adaption of new information; it was the process by which learners were incorporated into a learning program. Vygotsky (1978, 57) claimed that "every function in the child's cultural development arises twice: first, on the social level, and later, on the personal level; first, between individuals

(inter-psychological), and then within the kid (intra-psychological)." Voluntary commitment, logical memory, and concept formation are all examples of this. All higher functions are born out of real-life interpersonal interactions (Vygotsky, 1978).

Specifically, our study deals with influence of engaging parents in IEP process on socio-academic progress of Intellectually Disabled children. It is the reason why 'Vygotsky's *paradigm on disability condition* fit well in our philosophical way of thinking. He explained "disabilities as biological and social abnormality" (Gindis, 1995). He contended that distinctions in an individual's genetic make-up only become "abnormal" when they are placed in a socio-cultural setting. According to Vygotsky (1978); the "social perception is the primary disability". Thus according to him, a disability is only regarded as a "abnormality" when it is placed in a sociological perspective for example, the human brain, sight, ear, and leg are not only physical parts. When one of these organs is damaged, it causes a change in social interaction and a shift in all behavioral processes (Vygotsky, 1983).

Vygotsky developed the key notions of "primary and secondary disability" within the context of his social nature of disability paradigm. The term "primary impairment" refers to an organic impairment caused by biological processes while secondary impairment refers to socially induced abnormalities of higher psychological functioning. As a result, a biological abnormality prevents a kid from acquiring some or all social skills or absorbing information at a normal and acceptable rate. The child's social environment, on the other hand, changes his or her growth trajectory and creates delays and distortions. Many signs in people with mental retardation, such as behavioral mindlessness or relativism of emotional reactions, are considered secondary handicapping illnesses acquired throughout childhood.

From this, parents and community around have a crucial role in academic and social improvement of CwIDs while these children are integrated in the society without negative attitudes and stereotypes as it is stated in the country's Law n° 54/2011 of Dec 2011 regarding the rights and protection of children from abuse. The law of the Government of Rwanda stipules that, "a kid with disabilities needs particular protection in terms of medical treatment, education, and overall health and well-being". To increase the protection of any child against any form of abuse, attack, physical or mental harshness, abandonment, or lack of necessary care, the state should adopt all relevant administrative, legal, social, and educational measures."

2.4. Key Concepts

To respond to our research problem, we need more than Epstein' model of parental involvement theory because this involvement should be applied to learning difficulties and disability. Because of that, we need to develop the overview of the conceptual model for parental involvement, role of parents' involvement in Individual Education Plan for Children with Intellectual Disabilities, challenges that parents face in SNE of their children, strategies used to develop parental involvement in IEP process, and the contribution of *Pallotti Children's Hope Centre* in Rehabilitation and empowerment of Children with Intellectual Disabilities (mild and moderate).

2.4.1. Role of Parents' Participation in Individual Learning Plan for Children with Intellectual Disabilities

According to Elbaum et al. Ditto (2016) those caregivers are important adherents of the IEP squad as they acquire all needed information about where the child is weak and his or her strength at home his capacity of revising his or her courses , as well as the parents have background information and history of their children that can affect learning outcome .and family issues that can influence their school performance As a result, parental engagement has been defined as a collaborative effort between the home, school, and community to assist a child's education. As a result, students with concerned parents are engaged and eager to study; they are timely and tenacious in their studies. Through to this, parents should be able to access that children have succeeded in school (Hornby & Lafaele, 2011). In this context, the role of parents' involvement in IEP process for CwIDs is based on their active participation in the activities prepared to their offspring in order to advance their socio-academic style in the society. Some of the role of parents in socializing and schooling their children with IDs are the following:

2.4.2. Parenting

Parenting is defined as assisting families with disabled children to establish supportive environments for their children, said by Epstein et al. Ditto (2009). According to this author, the first sort of participation is "parenting", which is aiding households in the development of essential childcare abilities such as comforting home-based circumstances to help kids in the edifying procedure and supporting colleges in understanding families by Providing activities

that can assist families in meeting their obligations. That will expend and build the capacity of thing this will result in strengthening and empowering student mental and development (Epstein et al. Ditto 2009). This should be achieved through sharing all information about parenting and learner back ground including his or her health status, nutrition status, and his or her discipline. In return, the school's administration and teachers should try to motivate and integrate the pupils' life in the family and align it into classroom skills. So that, parents can follow up by revising courses together with their children and offer help to do the home works. Discipline, school presence, improved study period and realizing the necessity of later education in life are some of the advantages of raising a child (Epstein, Ditto 1995).

2.4.3. Payment of School Fees and Providing of School Materials

Children with disabilities need to be considered like their peers without disabilities. According to Jenson Ditto (2013), students' performance depends on: school materials provided, health and nutrition assured, vocabulary skilled, student's own power, hope-and-growth mind-set, cognition, interactions, and distress. Moreover, Hetherington (1979) thought that students' failure to achieve academically can be caused by lack of school materials and it can affect student's psychology. Academic achievement depends also on economic issues in the family. Parents have to be economically stable to encourage children's performance at school. For example, Parents with a solid marriage have more time to listen to their children and spend time with them. In the long run, marriage stable homes may be better at supporting academic development and monitoring children's behaviour than marital unstable ones. Some parents, however, may be more worried with their child's safety and protection than with their child's academic performance because of their high-risk lifestyle. Children with insufficient school materials have a negative impact on their performance, and studies have shown that students with insufficient school materials are far more likely to be below grade level and to have poor marks in general. . Murphy and Tobin (2011) argued that these educational deficits provide a serious handicap for students without school materials.

2.4.4. Following-up by Visiting Children at School and School Communication

Caplan (2000) thinks that educators benefit when parents involvement is strong. Teachers are better equipped to integrate learning outside of the classroom to classroom learning in genuine and meaningful ways as they have a better understanding of students' lives (Ferguson, 2004). On another hand, schools are advised to link varies ways of communicating between school

(teacher) and collaborating with family (learner). In numerous examples, parentages are expected to contact colleges as soon as a student is accepted, and different methods which might involve regular caregiver-teacher meetings, here different methods of communication should be used like telephone call, messaging or email all methods will help to produce good outcome. This will create a good communication which build conversation in case the students have problem. Pupils who gain from enhanced communications, according to Epstein, have a better understanding of their academic accomplishment, improved school presence, are more determined in their course selections, have enhanced communication competencies, and have a sound understanding of college norms and guidelines (Epstein, 2009).

2.4.5. Participation in IEP Meeting

Participation of parents is vital in the special schooling decision-making process. Active role of parents in IEP is the most important thing for progress of children with learning difficulties or SENs (Ann L., 2021). Parentages recognize their kids are the most precious to them, and they should be deeply engaged in IEP procedure. In reality, the IEP squad is required to make educational decisions for kids and to deal with concerns such as a child's enrolment, assessment, development planning, and admission in unusual learning or exceptional programmes, according to the US Department of Education (2019). Parents' participation in IEP meeting can create conducive atmosphere and increase communication between parent and school staff and it becomes most effective when it flows in both directions. Parents' participation in school meeting should be the key to a child's future academic success (Smith, 2011).

2.4.6. Home-learning Support

Learning at home is Epstein's fourth sort of engagement, and it refers to giving families suggestions ways to assist their kids at home with schoolwork and other coursework tasks, as well as judgment and preparation . According to Epstein (2009) learning at home is one of the activities that encourages disabled children to put what they've learned in school into practice and apply it in real life. It enables children to talk and exchange tasks and ideas with relatives, it allows for reciprocal communication about the curriculum and other college-related activities. According to one author, "When their family support them, kids have likelihood of being actively intervened in setting goals for student outcomes" (Epstein, 2009).

Indeed, colleges ought to assist participatory projects for parentages that complement schooling actions offered in the classroom. These activities could include: assisting parents with their understanding a few of the college's extracurricular projects that their youngsters may demand as they advance through college , creating a method that educates parentages about how to supervise their kid's practices and behaviours, teaching families on how to educate their kids on how to establish and attain acceptable professional objectives, and selecting education programmes that best meet the student's educational interests (Epstein, 1995).

2.4.7. Decision Making

Decision-making, according to Epstein, entails such as relatives in terms of college's decision making and establishing parental leadership and spokespeople. Parents' leaders can help families and the community to understand school's initiatives and give ideas to support them. (Delgado-Gaitan,1991 Parents and educators share an interest in their youngsters' edifying practices, and on academic concerns, teamwork between parentages and educators can help kids have a better time (Epstein et al., 2009). In summary, involving parentages in the administrative process, governing, and managerial functions is critical for a college's success. Schools could, for example, include parents in judgement process through parentages–teacher associations (PTA), educational management boards, and college benefactors or representatives (Edwards,1954).

2.5. Causes of Disengagement of Parents in Individual Educational Plan Process

While the *Disabled Children Education Development Act* (2004) stipules that schools must facilitate parents' participation in plannification of IEPP, the reality on the ground shows the contrary. Some parents are, culturally and linguistically, less engaged in it and less likely to feel fully concerned (Arpi et al., 2012).

In this study, our concern is to search for the causes of this disengagement of parents in this practice (IEPP). Some of the predictable causes that we are going to examine are: illiteracy, poverty, ignorance of the IEP Process, missing of communication and collaboration between school's administration and parents, and misunderstanding of Community Based Rehabilitation, and a lack of comprehension and expertise about intellectual disability and negative societal perceptions of disability.

(Adoyo & Odeny 2015), Ditto, think that parentages sometimes hide their disabled children out of fear of shame and persecution in the houses instead of allowing them to play with other children in the community around. Some parents do not associate their children with disabilities in the company of family members. Then, as a result of these unfavorable views toward impairment, there is an urgent need to understand and be aware of what disability actually is. This understanding can aid in avoiding negative societal constructs about disability, as well as prejudice towards it (Adoyo and Odeny, 2015).

As a result, before demonstrating how unfavorable societal attitudes toward disability lead to parents' disengagement from their children are schooling; I am interested in defining intellectual impairment and its causes. The term "intellectual disability" refers to a condition in which a person's intellectual functions, such as communication and self-care, are hampered, and social skills are harmed. These constraints cause a child's intellectual development to be slower than that of other children.

The most prevalent causes of intellectual disabilities, according to this site, are hereditary problems, which can root from defective genetics passed down from parentages, faults when genetic factor combine. Down syndrome, Fragile X syndrome, and phenylketonuria (PKU) illustrates hereditary diseases; second, difficulties during pregnancy might result in an intellectual handicap if the infant does not grow normally in the mom's womb. It's likely that there's a problem on how the baby's cell reproduces, for example. Third, problems during birth in the case of prenatal and natal difficulties, for example, an infant who isn't receiving adequate oxygen ; Finally, there are issues with birth. If a lady consumes alcohol or has an illness such as rubella while pregnant, her kid may be born with cognitive disabilities.

Mild cognitive impairment, moderate cognitive impairment, severe cognitive impairment, and severe cognitive disability are the four forms of cognitive impairment classified by specialists. The degree of damage caused by an cognitive handicap, according to Gluck (2014) varies greatly. i recall that mild and moderate degrees of IDs are of concern to me in this research. The following are negative society attitudes about disability as a cause of parental disengagement from their children's schooling.

According to Bruce and Venkatesh (2014), traditional and cultural perspectives on impairment continue to affect and shape people's perceptions and opinions regarding impairment. Social circumstances and culture make it difficult to identify children with

impairments. Consequently, households may be reluctant to seek help identification because they view disability as a spiritual punishment or even diabolical possession, leading to humiliation and the seclusion of the crippled kid (Kiare, 2004). "It appears that the uncertainty is driving the community's unfavorable attitudes of those with disabilities," according to this author. Bii and Taylor (2013) continue to demonstrate that community attitudes regarding disability are a substantial obstacle to parents' desire to enroll their disabled children in college.

2.5.1. Illiteracy

Some people refuse to bring their children to college due to the fact that they feel they are untrained, lack self-confidence in communicating with instructors or are unsure what to say, or are uncomfortable with the college's structure. This may also explain why the majority of parents use it as an excuse to neglect their kids' education. Furthermore, they are uninformed about the significance of learning. Furthermore, they believe that only instructors should be held responsible for the education of their kids. If their children do not succeed in school, they will blame the instructors. They are oblivious to their roles in their kids' education (Hassan, 2009).

The data revealed that a child's behavior is impacted by parental involvement, job, and household amenities. Employment provides financial stability and access to financial resources for the vast majority of individuals (Hassan, 2009). Bakken (2003) also points out that parental job may have both positive and bad consequences on academic success. Parentages with education background are more concerned about their kid's education and will either coach them themselves or employ part-time teachers if they are absent. .

2.5.2. Poverty

Poverty is a crucial element that influences families' capacity to send their kids to college and participate actively in the academic activities planned for them. According to studies on economic hardship and handicap, the additional costs of meeting kid's healthcare, rehabilitation, and other needs can strain funds (Bii and Taylor, 2013). In the case of parents who are having difficulty raising and educating their children, there is a clear link between poverty and disability. Poverty may both affect the possibility of impairment and be a result of handicap. According to studies conducted by the Global Campaign for Education in Kenya,

poverty is both a cause and a result of disability, and it is one of the most significant impediments to learners with impairments. Children with special needs may incur additional costs as a result of their schooling. Furthermore, Mukobe (2013) believes that poverty has a huge impact on persons with disabilities since it deprives them of fundamental essentials of existence. According to statistics, the majority of people with impairments and their families lack access to special learning, occupation, health care, and other basic requirements of life such as safe drinking water, food, and clothes, and taking their kids to college requires money.

Families that are already impoverished, particularly those living in isolated rural areas, are frequently affected by disability. Because they are locked in a vicious cycle of poverty, it takes a lot of persuasion to persuade such parents to engage in activities connected to the education of their disabled kid.

Mwangi and Orodho (2014) bring up the issue of geographical inaccessibility. Because of the distance between colleges and residences, parents of disabled children must drive their children to school every day and pick them up at the end of the day. Some parentages have been humiliated by this, and as a result, some of them have chosen to keep their kids at home to avoid the difficulties.

In the context of Rwanda, Ntahombyariye and Maniragaba (2012) noticed that parents' involvement is lower since they had to pay a specific sum for school fees and this resulted to lower performance at school. Nevertheless, we do not forget that parents are the primary instructors of their children and they have a responsibility to support them.

2.5.3. Ignorance of IEP Process

According to Special Needs and Inclusive Education, Student's book 3, produced by Rwanda Basic Educational Board in 2020, IEP is a formal document that defines a student with a disability's edifying plan, or any other special educational needs. IEP as a process, it includes the following elements:

- **Identification:** the learner's identity and new educational and operational skill level, quantifiable yearly targets, including intellectual and operational goals, and how the learner's comply toward annual objectives will be tracked and assessed
- **Eligibility:** Provisions for specific development and training assistance, as well as supplemental assistance to be supplied to the student

- **IEP scheduled:** schedules of services offered, including when services will begin and end, the rate, length of time, and placement of services offered, program alterations or supports issued to school personnel on behalf of the learner, the length of time the learner will spend each day in general education settings, the amount of time the learner will spend in recovery process or special school settings, and the amount of time the learner will not participate,
- **Evaluation:** ways of evaluating the learner's progress.

We see that due to the learner's SENs and disabilities, all of these phases lead to a placement. The IEP process could also include any other relevant information that the team deems important, for certain children, this could include a health and/or action plan. Per the learner's parent or caregiver or legal guardian of the child, a specific education instructor, at least one general-education expert, a representative of the school leadership, the responsible local education authority (where required), and an expert capable of interpreting the instructional implications of the learner's SEN Assessment (psychologist, physiotherapist, occupational therapist, speech and language therapists, and so on) are all members of the IEP team.

Principally, IEP is a functioning document that should be useful, accessible, and understandable to everyone who has direct contact with the student. REB recommends thinking about it in terms of family, school, and classroom structure (2020). Individual educational plans that are effective must contain the following fundamental characteristics: Individualized and child-centred services should be available, as well as inclusive, holistic, collaborative, and accessible services.

Objectively, an IEP is intended to guarantee that kids with SEN obtain adequate teaching and allocation in contexts other than special schools, such as inclusiveness or regular schools. This guarantees that the learner receives personalized and planned help, as well as equality of opportunity in all school activities with his or her peers.

Finally, parents, together with school authorities, play a vital role on the IEP squad. Without these, the professionals will not be able to get all of the information on the child. Parents have the right to participate in sessions about their children's identification, SEN test, IEP design, and training. They have the same right as the rest of the Review team to ask questions, express concerns, and make modifications to the plan.

2.5.4. Lack of Communication and Collaboration between School Leadership and Parents

Callison (2004) According to the study, communication and collaboration are the most important components in strengthening parent-school interactions. Students are inspired by their parents', teachers', and community members' collaboration. The Rwandan government has established Parents Teachers Associations (PTAs) and Parents Teachers Committees (PTCs) in all public schools to address this issue. However, the Rwandan education system and management plan must empower these committees MINEDUC (2014). As a result, the schools with one of the most effective parentages strategies in the context are those that provide a variety of options for parents to participate in their kid's achievement.

Parents should also develop relationships with the Non-Governmental Organizations which support students academically and socially. These organizations teach households and give them with knowledge and thoughts on how to help their kid learn more and engage them in the process of learning. Lack of collaboration with the community organizations causes the disengagement of parents. Because they do not know their role in support services that they may offer to their children. For example, Community Based Rehabilitation helps parents to be involved in local production of aid materials to rehabilitate their children without enormously spending money. Parents gain from this form of participation by learning about the college's position in the neighbourhood, the society's contributions to the school, their capacity to interact with other members of the community, and their ability to use community resources to fulfil their family's needs. The following is a description of CBR's involvement in CwIDs' socio-academic advancement.

2.5.5. Misunderstanding of Community Based Rehabilitation

The right to live in a family under the same circumstances as other relatives is guaranteed by international law pertaining to the protection of disabled individuals in general (Article 5), as is the right of any orphan with disabilities who cannot survive on his or her own. Persons with disabilities have the right to be safeguarded by a guardian, step parent, or to be sent to a child care centre or other organization that cares for children, according to Rwanda's National Constitution (2015). According to Article 4 of the same law, these centres or organizations that cater to people with disabilities are required to meet circumstances that enable people with disabilities to live a decent life in terms of security and health. To be able to integrate

disabled individuals into social life and play a part in the development process, centres and organizations must have appropriate capacity and equipment.

In the following paragraphs, we are going to discuss the role of Community Based Rehabilitation in social and academic progress of Children with Intellectual Disabilities for their own Independent Living in the society. However, we have to know first what is *CBR* and what is *Independent Living*.

The International Labour Organization, the United Nations Educational, Scientific, and Cultural Organization, and the World Health Organization (2004) define "community-based rehabilitation" (CBR) as an approach within capacity building for the rehabilitation, equalization of opportunities, alleviating poverty, and social integration of all disabled individuals. Community Based Rehabilitation is carried out by combining the efforts of handicapped persons, their families, and communities, as well as the availability of adequate health, education, vocational, and social services. The CBR matrix, which comprises five primary components of rehabilitation: health, education, livelihood, social, and independence, and is represented by the ILO, UNESCO, and WHO, represents the modern concept of CBR (2010).

CBR is a primary health care/education effort and a complete social model for addressing rehabilitative care in a community context, according to Sharma (2004). It emphasizes community engagement by allowing residents to create their own recovery or education program. It promotes the human rights of people with impairments while also using municipal resources. It provides possibilities for persons with disabilities to continue studying in order to avoid social isolation, stigma, and jobless.

Independent Living (IL) is a concept and a movement that advocates for self-determination, equitable opportunity, and self-respect among individuals with disabilities. However, this does not imply that people with disabilities wish to do everything on their own, that they do not require assistance, or that they prefer to live alone. Simply put, they demand the same opportunities and control in their daily lives that people without impairments have. They demand the same chances as their peers, such as the ability to grow up with their families, attend neighbourhood schools, ride the same bus as their neighbours, and work in occupations that are compatible with their education and interests, as well as the ability to create families of their own." Ratzka (2005).

My case study fit in the line of CBR and Independent Living philosophy where the main objective of "Pallotti Children's Hope Centre" is to rehabilitate and empower Children with

Intellectual Disabilities (mild and moderate) with survival skills and knowledge necessary for self-sustainability and independent living.

2.6. Strategies used to Promote Role of Parents in their Children's schooling

There are several strategies to increase parental engagement in kid's education, depending on the circumstances. Epstein devised a paradigm with six critical characteristics for parental engagement in education, which is outlined below. These dimensions, Mebrat et al., (2018) may serve us the strategies to promoting parents' involvement in education.

2.6.1. Parenting

Parenting entails a parent's obligation to address their kids' basic requirements, such as housing, health care, nutrition, and clothing, as well as improve the usefulness of home conditions that support children's learning, such as actually buying necessary books and stationery, and being adaptive in sharing information with and promoting appropriate behaviors for school achievement (Epstein, 2001). "The basic obligations of parentages in their kids' education were their participation by ensuring that children attended college, providing their children's necessities by supplying school stationery and books; and assuring home conditions to be conducive to learning and development," Mwaikimu (2012) stated.

2.6.2. Communicating

According to Epstein framework of parental involvement, the second most important aspect of parents' engagement in their children's education is communication. This primarily considers the link between parents and schools in terms of educational planning and their children's accomplishment through various communication channels (Epstein, 2009). The "pace," "routes," and "provokes" of information exchange are all factors in conversation (Patrikakou et al., 2005: 8). Monadjem (2003) discovered that parents attend frequent consultations with the college instructors and attend at least monthly consultations to communicate with instructors in terms of communication rate. Additionally, the grounds for communication between parentages were connected to the appraisal of the student's academic development and other school-related difficulties.

2.6.3. Volunteering

Volunteering aims to enlist and coordinate parentages support and assistance in the class, on field trips, in the library, in the cafeteria, in the supervision of kids' sports and cultural activities, and in fund raising (Monadjem, 2003). In this regard, Erlendsdóttir (2010)

discovered that parents were unable to engage in school fundraising efforts. Parentages also didn't take part in seminar room step up, athletics, or cultural measures since there were no procedures in place to allow them to do so (Mwaikimu, 2012).

2.6.4. Learning at Home

"Learning at home," according to Epstein (2001), is defined as parents assisting kids with assignment, goal-setting, and additional activities linked to the curricula. According to studies, homework may be beneficial or detrimental to both parents and instructors.

2.6.5. Decision Making

"Decision - making process is the fifth dimension of parents' engagement," Epstein and Sheldon (2005) explain, "which pertains to PSTA(older care) decision-making, administration, and promotion in participation roles." The centralized system of the educational process, according to Erdogan and Demirkasimoglu (2010), prevents parents from participating in the decision-making process. Decentralizing the educational system is necessary to encourage parental engagement.

2.6.6. Collaboration with Community

Community cooperation refers to the college's collaborations with agencies, corporate leaders, religious organizations, and other institutions that share responsibility for the children's education and development. Identifying and integrating community resources and services to improve curriculum and instruction, healthcare team members, and children's learning and development are all examples of this form of involvement (Epstein and Sheldon, 2005). Epstein (2001) claims that parentages teach their kids about all key events planned by their colleges and that they only attend events during the holidays.

2.7. The Contribution of Pallotti Children's Hope Centre in Rehabilitation and Empowerment of Children with Intellectual Disabilities (Mild and Moderate)

Pallotti Children's Hope Centre is a centre for rehabilitation and empowerment of Intellectually Disabled Children (mild and moderate). It is located in Gisagara District, South Province in Rwanda. This centre is run by Religious (Pallottine Priests and Brothers or Society of the Catholic Apostolate) in collaboration with Wir Für Rwanda (WFR).

As a *Centre for children*, PCHC offers the services such as Special Needs Education, vocational training, home training program, early care intervention program, teacher training,

physiotherapy, and boarding school. In the following paragraphs, we are going to show its contribution through its main activities.

2.7.1. Special Needs Education

The main purpose of this activity is to offer learners with an opportunity to interact with different concepts in different subjects such as Numeracy, Literacy, Art and craft. Others include Music, Spiritual and Moral Education (SME), Social and Development Studies (SDS), Physical Education (P.E), Activities for Daily Living (ADL), Prevocational skills and Kinyarwanda.

2.7.2. Vocational Training Program

This is aimed at equipping our target group with practical skills which they can apply in future for their independent living. It includes farming, animal husbandry, other skills, sewing, knitting, crocheting and Art and craft.

The content is based on the seasonal curriculum which entails that whatever knowledge and skills children are acquiring at the centre, can be applied at home. The non-availability of skilled manpower and training materials is a challenge. It is difficult for youngsters and adults with intellectual disabilities to secure formal employment. But if they are well trained, they can apply the skills acquired to sustain themselves in informal employment and contribute productively to their community.

2.7.3. Home Training Program

The home training programme is a well-designed programme which concerns the administration of self-care activities, such as brushing their teeth, washing themselves, for young adults with an intellectual disability whom have no access to the centre due to age limits as the centre only accepts children between the ages of 7-12 years.

Teachers go to train self-help skills to the above mentioned target group in their home while family members are encouraged to participate in this program so that there is continuity in the absence of the teachers. Community members in the neighbourhood are also invited and talked to during these activities. This is important because community members should also be enlightened about the plight of the target group if acceptance is to be promoted.

2.7.4. Early Care Intervention Program

According to Senosi (2014), cognitively handicapped kids have difficulties with fundamental tasks such as eating, clothing, talking, and walking. These kids are prone to feelings of despondency, low self-esteem, and lack of self-confidence. Because they learn and understand

things at a considerably slower rate than their peers, the researcher determined that parents of these children should be involved in their education and contribute suggestions or tactics to assist alleviate the problem, rather than leaving everything to the instructors. "Early interference with kids with cognitive impairments can create big, comprehensive, and meaningful gains in many crucial domains within the learner," writes Green (1996).

Early childhood intervention program was introduced in Pallotti Children's Hope Centre in 2014 in order to help the parents to identify and assess early the special needs and disabilities of their children before school age. This can lead to early placement in schools, rehabilitation services, hospitals if medication is required, home visits and training programs and individualized training packages which are formulated specifically for the improvement of the situation of the child with a disability. The above mentioned beneficiaries are identified, assessed and put in the physiotherapy intervention program.

2.7.5. Teachers Training

The main objective of this program is to equip teachers with basic knowledge and skills in special education. This is because only trained teachers can effectively teach learners with an intellectual disability as they require specialized methods of teaching. It is strongly believed that to deliver qualitatively good special education, teachers should be empowered with the basic principles in special education. General education teachers are employed and then trained in basic special education skills and teaching methodologies for two years. The training sessions are conducted in the afternoons while the teaching of children takes place in the morning. They graduate after having gone through an intensive two year training program and be awarded with certificates of attendance. Some of the subjects in the teacher training module are: Intellectual disability, early identification, assessment and intervention, special education, individualized lesson planning and schemes of work, educational psychology, classroom management, and behaviours modification, introduction to curriculum development, development and use of educational resources, and Sexuality and individuals with intellectual disability.

2.8. Conclusion of Chapter Two

This chapter two was concerned with literature review discussing on the influence of parental engagement in IEP process on socio-academic improvement of children with IDs (mild and moderate). Epstein' model of parental involvement and other related theories were developed

and revealed the necessity of home, school, and community members' partnership to assist a child's education.

Despite the fact that there are challenges that cause parents' disengagement in learning process of their children, this study developed the strategies to handle the problem. Moreover, the contribution of *Pallotti Children's Hope Centre* in rehabilitation and empowerment of Intellectually Disabled Children (mild and moderate) was an actualization of different theories developed in this chapter.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0.Introduction

This section discusses the underlying approaches and methodology which were be used while collecting data from different target participants. Throughout this chapter, the field of research, conceptual framework, research paradigm, research design, study population, data gathering methods, study sample and sampling methods were presented. In addition to these, the researcher defined his position, discussed about validity, reliability and ethical issues related to the current research. To end this chapter a brief conclusion is presented.

3. 1. The Field of Research

The research about "the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them” was conducted in Gisagara case study of Pallotti Children’s Hope Centre.

The above conceptual framework demonstrates the link between the impact of parental involvement and socio-academic progress of Intellectually Disabled Children. Of course, while all those extraneous conditions, above cited, are well controlled, there is an improvement in social and academic life of CwIDs and the dependent variables that we have seen become reality in Rwandan society.

However, some of the following criteria should be established to contribute on the progress of Social and Academic life of Children with Intellectual Disabilities: parental love and protection of children with disabilities, parental awareness and knowledge of IEP process, active partaking in academic and para-academic activities, removing all obstacles on the way of development of a child with impairments and specific educational needs, education support (payment of school fees and providing school materials).

In fact, according to Epstein's six categories of engagement framework, parent’s engagement should be bipolar: “home-based and school-based". Home-based engagement includes tasks such as helping children with homework, encouraging them, discussing school activities with them, home-based stories reading, favorable atmosphere at home for studying, giving resources required for studying, and providing appropriate home-based care. Moreover, classroom engagement necessitates parental participation in school actions such as unpaid

works, going on pitch tours, meeting attendance and seminars, reviewing children's students' progress with teachers and school principals, and taking part in decision-making procedures (Ngwenya 2010).

To this, my study proposes the practice of *Pallotti Children's Hope Centre* as a solution to the problem of disengagement of parents and ignorance of Individual Educational Plan Process practice in Special Educational Needs. The holistic method (home training program, early childhood care intervention programme, vocational training, special needs education, health care, home visit, community awareness campaign...) used by this Centre reveals that to promote and support children with intellectual disabilities steps leading to independent living in family and community acceptance are necessary. That is the vision of the *Centre*.

3.2. A Case Study

At Pallotti Children's Hope Centre in Gisagara district, a descriptive research was used, with the survey method being used to see if parents are active in the IEP process. This approach was adopted by the researcher to acquire a full account of parents' perspectives on their involvement in the IEP Process as well as the challenges that they face. The survey approach was used for this study because it may be used to describe the elements that influence parental engagement. To examine data collected from the study sample, this design incorporates both qualitative and quantitative methodologies. Both means were adopted because they complement each other, with qualitative approaches providing in-depth explanations and quantitative approaches providing the concrete numbers needed to achieve the objectives (Mugenda,2003).

3.3. Study Population

Fraenkel and Wallen (2003) claimed that, "The populace is the group that the researcher is interested in studying; and on whom the researcher would want to generalize the study's findings." The participants in this study are parents of intellectually disabled children who receive services in *Pallotti Children's Hope Centre* (150 people) and Other Stakeholders available to the Centre such as teachers and other staff members. The total target population of the study was 168 persons.

3.4. Sample Size

Gay (1981) stated that, "In descriptive study, a sample size of ten percent to thirty percent of the overall population is sufficient." When it comes to technique, the researcher followed Patton's (1990) advice that rules are not available when it comes to sample size determination for qualitative approach. According to him, the investigator must strike a balance between the demand for accurate data and the available resources necessary to collect it. However, to calculate sample size, Sloven's formula was used in this study:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the minimum sample size, The total population is N , and the margin of error is predicted to be 10%.

3.4.1. Simple Size for the Parents

$$n = \frac{150}{1 + 150(0.1)^2} = 60 \text{ Parents who present 150 Parents.}$$

3.4.2. Simple Size for Teachers and School Staff

The school contains 14 teachers and 4 staff members; the whole population was involved in this research. It means the interview and questionnaires were given to 18 participants.

The total of 78 participants was involved in this study and they were given interview and questionnaires.

3.5. Sampling Procedures

Kumar (2006:82) stated that "In the sociology, it is impossible to obtain data from every responder who is relevant to our study, but only from a small percentage of them." "Sampling" refers to the procedure of picking the fractional component. For Bhattacharjee (2012: 67), the sampling is "The statistical process of selecting a subset (called a sample) of a population of interest for purpose of making observations and statistical inferences about that population".

Therefore, the sample size has been fixed following the judgmental sampling. The judgmental sampling is usually used when individuals possess the traits of the study's interest. It's the only way to get accurate data from a small sample of people. Indeed, It was decided to utilise a random sampling method that offers each subject an equal chance of getting chosen.

Accordingly, the purposive sampling has been used when choosing the key-informants. For selecting them, the researcher decided to interview 18 staff members of *Pallotti Children's Hope Centre* face to face.

3.6. Data Collection

Data were collected in from parents of intellectually disabled children (mild and moderate) in addition to staff members of *Pallotti Children's Hope Centre* located at Gisagara District specifically in Kibilizi sector. The researcher informed the participants about the study's goal and objectives, emphasizing on the necessity of providing accurate information on the influence of parents' involvement in the IEP process on the CwIDs' socio-academic progress. Following the briefing, the researcher gave questionnaires to parents who attended school meetings and interview. Data was gathered from both direct and indirect education sources.

3.6.1. Primary Data

For Churchill (1992), “direct data is the information collected especially for the investigation at hand”. Direct data is valuable in this study since it allows for first hand observation and examination. In this study, primary data will be collected from parents, children with IDs (mild and moderate), staff of the Centre, teachers, and other stakeholders in Pallotti Children's Hope Centre (Pallottins' Priests in charge of PCHC, Director of We For Rwanda, Local Leaders and other Employees in the Centre).

3.6.2. Secondary Data

Acquiring indirect data is gathering information that has previously been gathered by someone else. According to Kombo (2006), “indirect data collection may be conducted by collecting information from a diverse source of documents or electronically stored information”. Secondary data in this study consisted in books, textbooks, unpublished memoirs, journals, articles and internet.

3.7. Data Collection Instruments and Techniques

Educational researches are among social sciences researches, in consequence our research chosen among research methods and techniques applied to social sciences in order to collect reliable information on the phenomena under study.

For quantitative data, structured questionnaires were provided to parents of CwIDs and other staff members (teachers and other members), while interviews were utilized to gain qualitative data from key-informants and respondents for this study. The designed questions were concerned with the factors hindering involvement of parents in IEP process (why parents are not involved in IEP process) and the strategies to handle this issue and how to respond to our research questions. In order to gain a background and find information from previous studies related to the issue, this study relied on library research. In addition, the researcher was present on field as a *participant observer*.

3.7.1. Questionnaire

For Kothari (2004), “a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for that purpose in the questionnaire itself. The respondents have to answer the questions on their own”. According to Bailey (1978), “a questionnaire is generally handed to the respondent and filled in by him or her with no help from the interviewer”. Considering the type of people under the study, as well as their level of education, close-ended questions were more used rather than open-ended questions. Close-ended questions, according to Bailey (1978), make it easy for respondents who don't know the answer or have an opinion to try to guess the correct answer or even to answer randomly. Respondents gave personal responses or opinions in their own words with open-ended questions, whereas respondents with close-ended questions are given multiple options to choose from.

Thus, 78 questionnaires were addressed to 60 parents, 14 to teachers and 4 staff members. The questionnaires were given to the respondents of the target population in order to get primary data.

3.7.2. Interview

Cohen (1985) stated that, “the interview method of gathering information involves the researcher coming face to face with the respondent and obtains verbal responses from questions he/she asks”. During this research, 18 key-informants will be interviewed and they may give their immediate answers orally. And they are all staff members at PCHC including 14 teachers and 4 members of the staff. The interviewer was writing notes in a handbook

carefully while listening to the responses as the respondents were talking. The gestures were also be noted and interpreted.

3.7.3. Library

According to Mugenda (2003), “the library research is commonly referred to as data collection based on reading books and other related documents in order to get a background and find out the information from other studies relevant to the topic”. This technique was used for having different theories related to the research and was helpful in the understanding of the findings and discussion.

3.8. Data Analysis

The data was edited, categorized, and presented in both qualitative and quantitative formats. The qualitative data was generated from the results of the open-ended questions and in the interviews, whereas the quantitative data came from the results of the closed-ended questions. Descriptive statistics, such as frequency, and percentages were used to present the quantitative data. The qualitative data was presented in text form, utilizing the participants' own words. Green (2002) elaborated that, “quantitative research produces results which can be expressed using numbers or statistics, exploring the extent to which something happens while qualitative research explores individual viewpoints which are not so easily measured”.

3.8.1. Quantitative Approach

The quantitative approach is a method of research about the numbers or anything quantifiable. In this work, the quantitative approach enables to quantify the findings to facilitate processing and result in a conclusion. Frequencies and percentages were be calculated and presented in tables. Deslauriers (1988) points by saying that the quantitative approach is to develop a set of frequency, tables distributed in different sections. It can be used to analyze the data received from a wide range of information.

3.8.2. Qualitative Approach

The qualitative approach is somehow opposite to the quantitative method because it is not necessarily or usually numerical, and therefore cannot be analyzed by using statistics. The qualitative method was used because the researcher needs to compare the interpretation of the

information gathered by means of interview and questionnaire. Qualitative method consists of analysing a small number of complex and detailed information, and such information unit basis the presence or absence of a feature. That method allowed the researcher to associate ideas and knows the next logical step in the affirmation or negation of the answers given by the surveyed population.

3.9 Ethical Considerations

Louis et al., (2007) state that “awareness of ethical concerns in research is reflected in the growth of relevant literature and in the appearance of regulatory codes of research practice formulated by various agencies and professional bodies”. In the current research three ethical issues were be respected: *Informed consent, confidentiality, and anonymity*.

To begin with, "informed consent" stems from the subject's right to be free and self-determination. According to Frankfort-Nachmias and Nachmias (1992) “being free is a condition of living in a democracy, and when restrictions and limitations are placed on that freedom they must be justified and consented”. According to these sources, "informed consent" protects and respects the right to self-determination while also putting some of the blame on the participant. The subject has the right to refuse to participate in research or to withdraw once it has begun as part of their right to self-determination (Frankfort-Nachmias and Nachmias 1992). As a result, "informed consent" also entails "informed refusal." Before administering questionnaires or conducting observations or interviews, the researcher in this study obtained consent from respondents.

Second, in terms of confidentiality, Frankfort-Nachmias and Nachmias (1992) emphasize the importance of maintaining the confidentiality of participants' identities, and that any breaches of this should be done with their consent. In this study, confidentiality was maintained by omitting names from the questionnaires and keeping them in a secure location. Respondent participated in the research willingness and ethical values, moral expectation, and rules applied to the research endeavor had been respected while collecting data. Before contacting respondents the researcher sought approval to perform research from the University of Rwanda's College of Education

Thirdly, the essence of anonymity is that information provided by participants should not reveal their identity in any way. According to Frankfort-Nachmias and Nachmias (1992), “in

contrast personal data that uniquely identifies their supplier”. A participant or subject is therefore considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided. Where this situation holds, a participant’s privacy is guaranteed, no matter how personal or sensitive the information is”. As a result, a respondent filling out a questionnaire with no identifying marks, names, addresses, occupational details, or coding symbols can be assured of complete anonymity. A person who agrees to a face-to-face interview, on the other hand, cannot expect to remain anonymous. The interviewer can only guarantee anonymity at the most. The most important way to ensure anonymity is to avoid using the participants' names or any other personal information (Frankfort-Nachmias and Nachmias, 1992).

3.10. Conclusion of the Chapter

The research methodology that was used in this study is discussed in this chapter. It gives a thorough overview of the research design and methods used to conduct the field investigation. It also covers population studies, sample size calculations, and research methods such as questionnaires, interviews, documentation, and personal observation. It also covers data collection, presentation, and any issues that arose during the course of the study. Furthermore, this section contains the validity and reliability, and ethical considerations for making sure the quality of measurement instruments used in research and the confidentiality of information provided by the respondents.

CHAPTER FOUR: PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0. Introduction

The data from the study is analysed in this section. The majority of the data was analyzed using percentages and, to a lesser extent, descriptive analysis. The data was presented using frequency distribution tables. Data interpretation was done in accordance with the research questions and objectives. Furthermore, out of the interview given to the 78 key-informants, all of them intervened in this research and all of 78 questionnaires given to both parents and teachers were answered. As a result, the questionnaire response rate was higher than 100% percent, making data analysis possible.

4.1. Data Presentation

In explaining about the data presentation, the collected information from the field research was reported. It included the results from identification of respondents, the causes of disengagement of parents in IEP process; the strategies for overcoming this problem; the contribution of *Pallotti Children's Hope Centre* in fighting against parental disengagement and lastly, the results from the interview accorded by the key-informants.

4.1.1. Results from Identification of Respondents

The information regarding respondents' ethnicity, age group, education level, and marital status is highlighted in the findings of respondent identification.

a) Identification of the Participants by Gender

The below table indicates the identification of the respondents by gender through frequency and percentage.

Table 1: Identification of the Respondents by Gender

Sex	Frequency	Percentage (%)
Male	36	46
Female	42	54
Total	78	100

Source: The data from the field, January 2022

From the above table 4.1, the results show that 42 respondents (54%) were female while 36 (46%) of them were male by sex. This shows that in Pallotti Children's Hope Centre, female are more active than males in the education of their disabled children.

b) Identification of the respondents by age

The results about the age-brackets are reported within the below table 4.2.

Table 2: Identification of the Respondents by Age Group

Age group	Frequency	Percentage (%)
Between 17-27 years old	8	10.25
Between 27-37 years old	35	44.8
Between 37-47 years old	25	32
Between 47-57 years old	8	10.25
Between 57-67 years old	0	0
Between 67-77 years old	2	2.5
Total	78	100

Source: The Researcher, January 2022

The above table 4.2 shows that 10.25 % were between 17-27 years old and 44.8% of the respondents were between 27-37 years old; 32 % were between 37-47 years old; 10.25% were between 47-57 years old; 0% were 57-67 years old. It also shows that 2.5% of respondents were aged between 67-77 years old. This shows that in *Pallotti Children Hope Centre* the respondents between 27-37 years old were more active and were available to engage in IEP Process. Of course, they are teachers and parents.

c) Identification of the Respondents by Level of Education

Table 3: Identification of the Respondents by Level of Education

Level of Education	Frequency	Percentage (%)
Special Needs Education	18	23
Primary education	22	28.2
Secondary education	18	23
University education	20	25.6
Total	78	100

Source: The Researcher, January 2022.

In terms of education, the table 4.3 indicates that 22 respondents 28.2% attended primary school; 18 respondents 23% attend secondary school; while 20 respondents 25.6% have attended university school. In addition, the above table shows that 18 respondents 23% attended Special Needs Education. It is clear that 23% of respondents attended special needs education. Exactly, they are teachers and staff members.

d) Identification of the Respondents by Marital status

Table 4: Identification of the Respondents by Marital Status

Marital status	Frequency	Percentage (%)
Religious	5	6.4
Single	13	16.6
Married	35	44.8
Divorced	15	19.2
Widow/er	10	12.8
Total	78	100

Source: The Researcher, January 2022.

On marital status of the respondents, single shows 16.6% while married has 44.8%, Widow(er) has 12.8% while divorced has 19.2%; whereas religious occupies 6.4%. This shows that the great numbers of respondents were single while religious, married and divorced people were few.

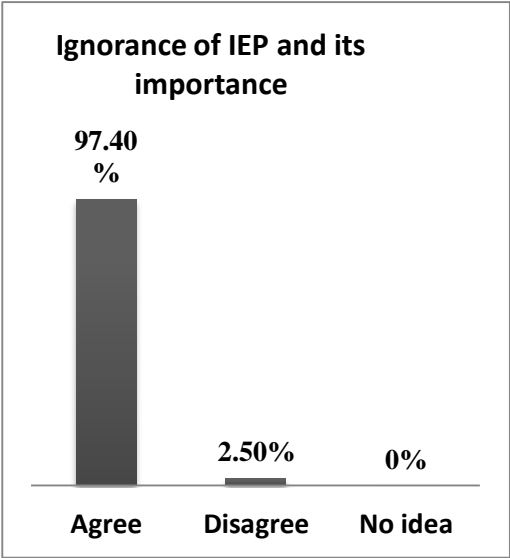
4.2. Presentation of Results from the Questionnaires

This part includes the results related to the causes of disengagement of parents in IEP process; the possible solutions for addressing this problem and the contribution of the *Pallotti Children Hope Centre* towards the disengagement of parents in IEP process.

4.2.1. Factors Hindering Involvement of Parents in IEP Process of Children with Intellectual Disabilities

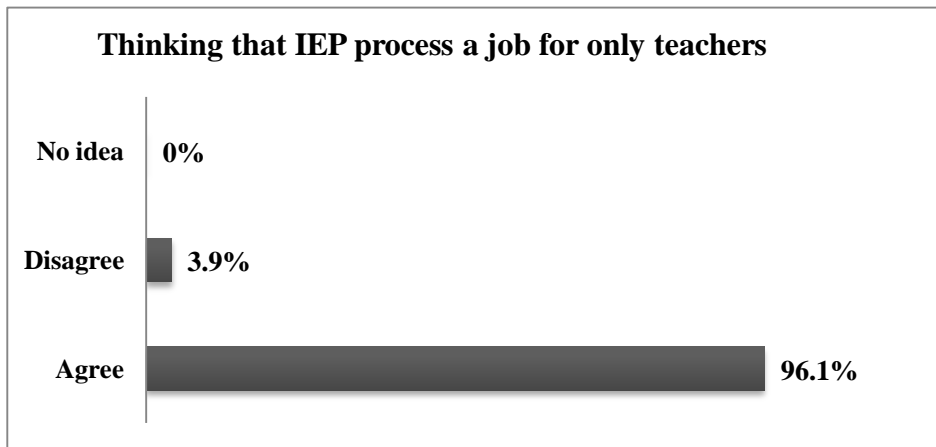
The figures indicate the causes preventing parents from involving in IEP process according to the experience of *Pallotti Children’s Hope Centre* where the indicators are mentioned.

a) Ignorance of IEP Process and its Importance



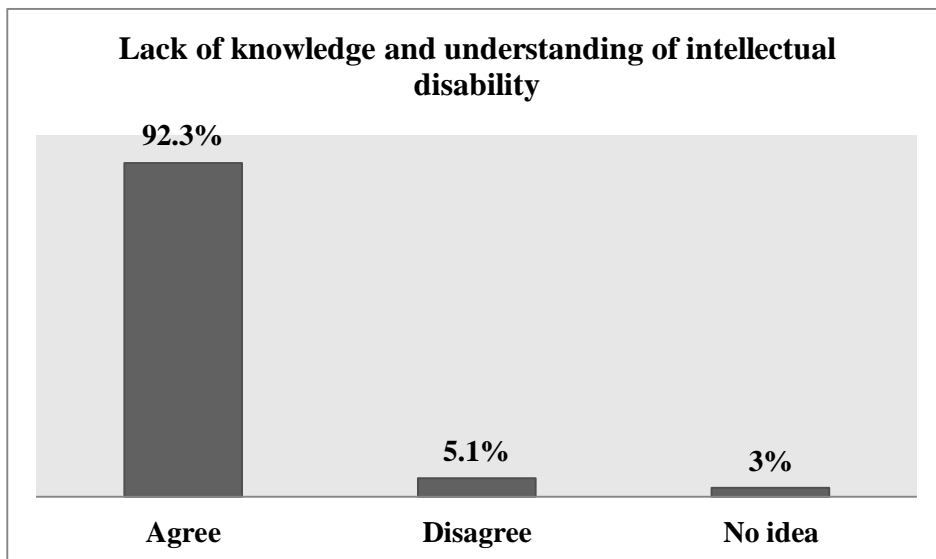
The figure 4.2.2a above illustrates that ignorance of IEP and its importance is amongst the factors preventing parents from involving in talking care of their children who are disabled as it has been confirmed by 97.4% of respondents who participated in this research.

b) Thinking that IEP Process is a Job for only Teachers



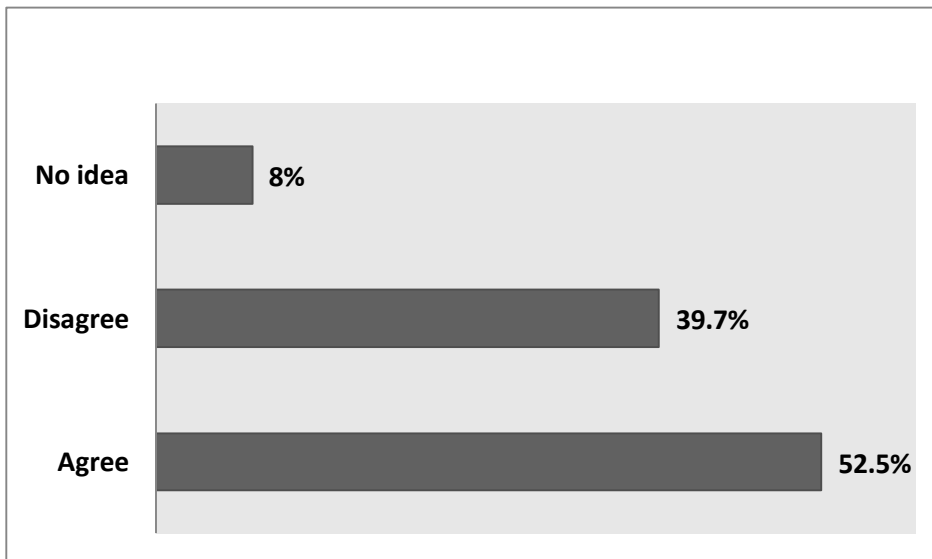
Thinking that only teachers are able to take care of disabled children is another factor preventing parents from involving in IEP process as it has been shown in the figure above. It was clearly presented that 96% of respondents agreed with the fact and only 3.9% disagreed.

c) Lack of Knowledge and Understanding of Intellectual Disability and Negative Societal Perceptions of Disability



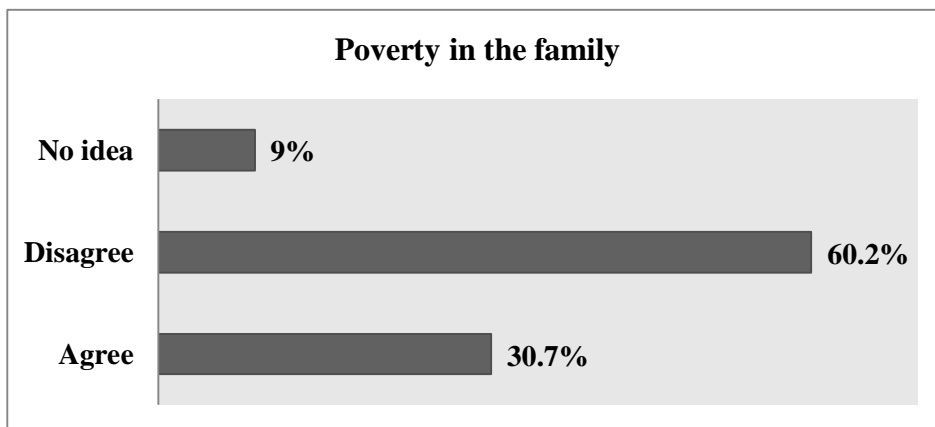
In the figure above respondents accepted that the factor hindering parents from involving in IEP of disabled children is “lack of knowledge and understanding of intellectual disability and negative perceptions of disability”. This fact was confirmed by 92.3% of respondents but 5.1% denied the fact. About 3% didn’t give any idea on this statement.

d) Illiteracy



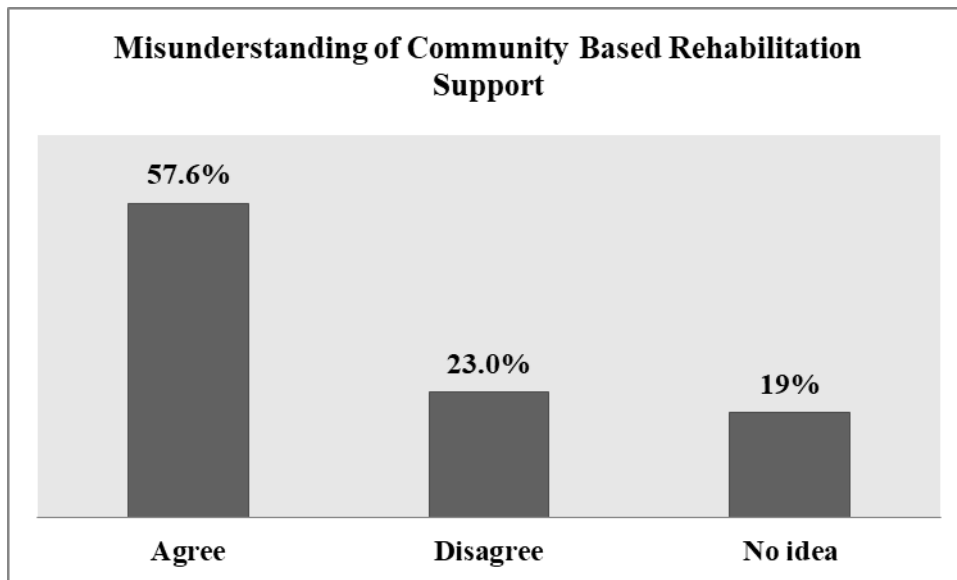
It has been illustrated in the figure above that illiteracy is one of factors hindering parents to get involved in IEP and this has been approved by 52.5% of respondents. However, 39.7% don't agree that illiteracy is the factor preventing parents involvement.

e) Poverty in the Family



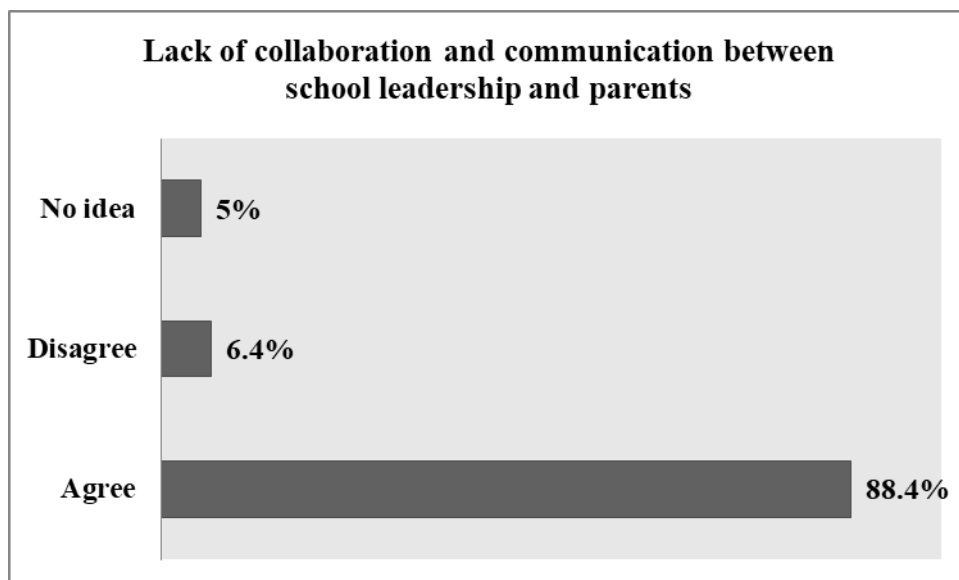
The figure above shows that poverty is not one of factors hindering parents to get involved in IEP process of the children under care of PCHC because 60.2% of respondents in this research didn't agree on the statement. However, about 30.7% finds poverty as the factors preventing parents but this number is not big enough to be considered in this research. And there are 9% of respondents who didn't give any idea on this statement.

f) Misunderstanding of Community Based Rehabilitation Support



As it has been illustrated in the figure above the parents' misunderstanding of community based rehabilitation support is one of factors hindering parents to get involved in IEP process of the children under care of PCHC because majority of respondents confirmed it. About 57.6% of respondents find misunderstanding as primary factor preventing parents to get involved in helping disabled children. However, 23% of respondents disagree with the idea.

g) Lack of Communication and Collaboration between School Leadership and Parents



Source: The researcher, January, 2022

This research finds “lack of communication and collaboration between School leadership and parents” as one of factors preventing parents to get involved in IEP process of children under care of PCHC. This has been confirmed by 88.4% of respondents who participated in this research. However, 6.4 % disagreed with the statement.

In brief, based on the factors hindering involvement of parents in IEP process according to the experience of *Pallotti Children’s Hope Centre*, the findings shows that it is caused by ignorance of IEP Process and its importance. In addition, parents believe that IEP Process is a job for only teachers. The vast majority of responders agree that the main causes of parents’ disengagement in IEP Process are ignorance of IEP Process and its importance, and the fact that IIEP Process is an affair of only teachers.

However, our respondents highlighted with strong percentage other causes of parents’ disengagement in IEP Process such as a lack of concern and expertise of intellectual impairment and negative societal perceptions of impairment, Lack of communication and collaboration between School leadership and parents, misunderstanding of Community Based Rehabilitation support, and illiteracy. But our respondents disagreed that poverty in the family can cause disengagement of parents in IEP Process.

4.3. Possible Solutions for Addressing Parental Disengagement in IEP Process

The table 4.6 presents the results which correspond to the second research question about possible solutions for addressing disengagement of parents in IEP process according to the *Pallotti Children’s Hope Centre*

Table 5: Possible solutions for addressing disengagement of parents in IEP Process

Proposed statements	Answers of the Respondents	Frequency Freq.	Percentage (%)
1. Solutions of disengagement of parents in IEP process are: a) Parenting CwIDs is the basic responsibility of parents	Agree	61	78.2%
	Disagree	10	12.8%
	No idea	7	8.9%
	Total	78	100%
b) Promoting communication between school and parents	Agree	50	64.1%
	Disagree	15	19.2%
	No idea	13	16.6%
	Total	78	100%
c) Developing the culture of	Agree	18	23%

volunteering opportunities	Disagree	20	25.6%
	No idea	40	51.2%
	Total	78	100%
d) Supporting the system of learning at home	Agree	55	70.5%
	Disagree	10	12.8%
	No idea	13	16.6%
	Total	78	100%
e) Parents' s engagement in decision making	Agree	50	64.1%
	Disagree	15	19.2%
	No idea	13	16.6%
	Total	78	100%
f) Collaborating with the Community Organizations	Agree	53	67.9%
	Disagree	20	25.6%
	No idea	5	6.4%
	Total	78	100%
g) Raising awareness of parents' involvement in IEP Process	Agree	71	91%
	Disagree	5	6.4%
	No idea	2	2.5%
	Total	146	100%

Source: The researcher, January, 2022

Based on the possible solutions for addressing parents' disengagement in IEP Process in PCHC, raising awareness of parents' involvement in IEP Process was reported by 91% of the respondents who agreed, 6.4% disagreed and 2.5% had no idea. Parenting children with IDs as a basic responsibility of parents was reported by 78.2% of the respondents who agreed, 12.8% disagreed and 8.9% had no idea. 70.5% of the respondents confirm that supporting the system of learning at home can help in reducing parental disengagement in IEP Process, 16.6% of respondents had no idea while 12.8% of them disagreed. In addition, collaborating with the Community Organizations 67.9%, parents' engagement in decision making 64.1%, and promotion of communication between school and parents 64.1% were also highlighted by the respondents as solutions to the problem. However, 51.2% of our respondents had no idea about culture of volunteering.

Another answer given to the question on the possible solutions for addressing parental disengagement in IEP Process show that parents' participation in the meetings and training regarding to education and empowering people with disabilities at the local government can be also the strategy as it has been pointed out by the respondents in the following words: "mu

Rwanda, muri buri Kagari, mu Murenge ndetse no mu Karere kugeza mu rwego rw'igihugu hari *Komite zihagarariye abantu bafite ubumuga*. Barababarura, bakabafasha kwigira no kwibeshaho kandi bakabakorera n'ubuvugizi muri Komisiyoy'igihugu ishinzwe abafite ubumuga (NCPD). Ababyeyi rero bafite abana bafite ubumuga nabo bagombye kwitabira inama n'amahugurwa bitegurwa kuburezi bw'ihariye bw'abafite ubumuga n'uburyo bakwiteza imbere muri sosiyeti" (In Rwanda, every Cell, Sector, District and Province has the Local Leaders Committee in charge of People with Disabilities. They enrolling, empowering and advocating for them to the National Commission of People with Disabilities (NCPD). Then, parents with disabled children should participate in the meetings and training concerning Special Needs Education and empowerment of their children in the society).

Table 6. The contribution of Pallotti Children's Hope Centre in Socio-Academic Improvement of Children with Intellectual Disabilities (Mild and Moderate)

Proposed statements	Answers of the Respondents	Frequency Freq.	Percentage (%)
3) What is the contribution of PCHC socio-academic improvement of CwIDs?: a) Teachers' training in Special Needs and Inclusive Education	Agree	78	100%
	Disagree	0	0%
	No idea	0	0%
	Total	78	100%
b) To empower CwIDs with survival skills and knowledge necessary for self-sustainability living	Agree	50	64.1%
	Disagree	10	12.8%
	No idea	18	23%
	Total	78	100%
c) The use of IEP Process in the classrooms	Agree	25	32%
	Disagree	0	0%
	No idea	53	67.9%
	Total	78	100%
d) Community's awareness and sensitization about Intellectual Disabilities	Agree	20	25.6%
	Disagree	10	12.8%
	No idea	48	61.5%
	Total	78	100%
e) Home training program	Agree	15	19.2%

	Disagree	25	32%
	No idea	38	48.7%
	Total	78	100%

Source: The researcher, January, 2022

According to the contribution of Pallotti Children’s Hope Centre, our respondents showed that teachers’ training in SN and IE is effective (100%) in Pallotti Children’s Hope Centre. There is no teacher who is not trained in SN and IE. 64.1% of our respondents agreed that PCHC empowers children with IDs with survival skills and knowledge necessary for self-sustainability living while 67.9% of them have no idea concerning the use of IEP Process in the classroom. A big number of our respondents have no idea also about community’s awareness (61.5%) and home training program (48.7%).

Another answer given to the question on the contribution of PCHC in social and academic progress of the children with IDs (mild and moderate) is that because of COVID 19 some of the objectives of the Centre were not realized, home visit and training program, sensitization in the community, etc.

4.4. Findings from the Interview Accorded to the Key-Informants

This part focuses on findings from the key-informants related to the knowledge of IEP Process and its implementation, factors preventing involvement of parents in IEP Process, the impact of parental involvement in IEP Process on social and academic improvement of children with IDs, and the strategies used to promote parents’ involvement in IEP Process.

According to our interviewers, knowledge and skills acquired by the children in classroom have no results if there is no follow-up at home or outside the school environment with the help and guidance of the parents. Based on the explanation, it can be understood that the participation of parents in children’s education programs with Intellectual Disabilities (mild and moderate) is an important thing that should always be pursued. However, until now, there is no data showing that all parents of children with IDs in Rwanda have understood this, and try to fulfill it. In fact, not all parents of children with IDs recognize the importance of their involvement in the education of their children.

Our interviewers had enumerated some factors that influencing the social and academic improvement of their children with IDs: “parenting, family interrelationship, home

atmosphere, economic condition, family understanding, and cultural background as well, school factors like teacher's training method, curriculum, teacher-student relationship, school discipline, educational tools, school time, learning standard above rate, building condition of learning method and home assignment, and society factors such as student activities in the society, mass media, friendship, and society's life pattern".

Understanding the external factors is important for parents to foster students' improvement. By knowing the factors that influence the progress of children with IDs, parents can find out the problems faced by children in learning and the influencing factors, so that parents can be actively involved in finding the source of the problem and provide the support needed by the child, in order for children to be integrated in all aspects.

Our interviewers gave strategies to overcome this issue in these terms: "the culture of Parent Teacher Association (PTA)" should be promoted. The PTA committee members encourage parents to follow up their children's progress. It is also completed with the findings concerning to the communication where our interviewers agreed that when school increase parent-school communication the parents' involvement could be fruitful. Thus, regular communication between the parent and teacher could thus motivate children to excel in school, produce better school attendance and improve behavior at home and at school. How teachers and parents interact has a strong impact on teacher turnover. Thus where there is no interaction like in poor and minority schools, the impact could be upsetting.

In addition, Deborah (2000) says that "good communication with families and parents may make them feel that they are part of the school community as they are kept aware of school events, important school information like curriculum activities, assessment, achievement level and reporting methods. This way, parents receive information on how to support their children".

On the other hand, about engaging parents in school-based volunteer opportunities, our interviewers highlighted its importance. It is visible that this strategy can be helpful in IEP Process. Voluntary opportunities were usually among the first ways those parents and the school personnel that may be used to promote parents' involvement. In other words, recruiting and organizing volunteering support of school events could be truly helpful to teachers in increasing community awareness of the school, its mission and issues teachers faced.

In general, the results from key informants indicated that the practice of parental involvement in IEP Process may contribute to effective and positive impact on social and academic improvement of children with Intellectual Disabilities (mild and moderate).

4.5. Verification of Research Objectives, Questions and Hypotheses

The purpose of this subchapter is to verify if the findings have been made and if the research questions have been answered; this also confirms the reality of the objectives if they have been reached.

Therefore, based on the main objective, which indicates about to raising awareness of parents' involvement in IEP process as a social and academic instrument that facilitate collaboration between parents and teachers in SNE, the results indicated that this awareness is very important because IEP Process is not known and functional. The main hindering involvement of parents in IEP Process were: ignorance of IEP Process and its importance (97.4%), the opinions that IEP Process is a job for only teachers (96.1%), lack of communication and collaboration between School leadership and parents (88.4%), etc. This is approved by the figures showed above where numerous respondents agreed the statement. Additionally, the results from the field confirmed this statement. Therefore, as the majority of the respondents showed, it is clear that the first and the second specific objectives were verified, reached and confirmed

By verifying the possible solutions for addressing the problem, the results from table 5 indicates that 91% of the respondents confirmed that raising awareness of parental involvement in IEP Process was the main solution; this also was confirmed by the results from the key informants where interviewers confirmed the current statement. Thus, the above information confirmed that the main objective was verified, reached and confirmed.

According the contribution of Pallotti Children's Hope Centre in social and academic improvement of children with IDs (mild and moderate), the table number 6 proved that teachers are well trained in special needs and inclusive education (100%). The Centre supports children with survival skills and knowledge necessary for self-sustainability living (64.1%). However, there is a big problem of disengagement of parents in academic activities prepared for their children with IDs. This proves how much our hypotheses were confirmed: Firstly, IEP Process is not a reality to parents, but it is for only teachers. It is a job for

teachers. Consequently, children do not progress socially and academically. Secondly, there is a gap in the practice of Pallotti Children's Hope Centre. This Centre should assure the whole improvement of those children. It's means, social and academic improvement. Or, this cannot be possible without parents' active participation. So that, our hypotheses were verified, reached and confirmed.

4.6. Discussion of Results

The results of this research were discussed in accordance with the research objectives and the research questions. These objectives were: Demonstrating the impact of IEP process and its importance for active involvement of parents in education of children with disabilities, to identify some possible challenges faced by parents, to find out the strategies that should be used to overcome the challenges that parents face towards the involvement of parents in IEP Process, and to explain the contribution of "Pallotti Children Hope Centre" in SNE of children with IDs. However, the only main findings were discussed for every objective.

4.7. Conclusion of Chapter Four

The chapter four was about the data presentation and the discussion of the results. Along this chapter, it has been analyzed the link between the findings from the field and the literature review. And also data presentation and the discussion of the results have been followed by the verification and confirmation of the research objectives, questions, and hypothesis.

CHAPTER FIVE: GENERAL CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

In this chapter entitled General conclusion and recommendations, we are going to recapitulate in brief our research on “factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them. After that, we can recommend some persons and Institutions concerning education and social affairs of children with disabilities, especially those who are intellectually disabled.

5.1. General Conclusion

As the research was about “finding out the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them”, the target of my research was to demonstrate the factors preventing involvement of parents in the learning process of children and to see how the challenges would be solved, then to inform parents and advise them to approach teachers at PCHC where children have been being trained to interact them and share experience on how going on educating these children to familiarize them in community.

Coming back on the historical background of education in the country, Rwandans have been taken into consideration as the Government established Special Needs and Inclusive Education, at the beginning it was very difficult for both teachers and learners, then as my first objective was to demonstrate the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities.

Through my research I wanted to know the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities. The findings show that the main causes of parents’ disengagement in IEP Process are ignorance of IEP Process and its importance, and the fact that IEP Process is an affair of only teachers.

Other factors revealed in this research are: lack of concern and expertise of intellectual impairment and negative societal perceptions of impairment, Lack of communication and collaboration between School leadership and parents, misunderstanding of Community Based

Rehabilitation support, and illiteracy. But our respondents disagreed that poverty in the family can cause disengagement of parents in IEP Process.

On the other hand the research aimed at knowing the challenges faced by parents and causes of this disengagement in IEP Process prepared to their children, and it was my duty to show the details of the problem either positive or negative. For this I dare saying that my second objective and hypotheses were verified and applicable. As the results from questionnaires were similar to parental involvement I remarked also that in the observation was found that parents failed to develop socio-academic progress, of course, because ignorance of IEP Process.

5.2. Recommendations

After demonstrating find out the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them. Basing on the findings of my research the following suggestions are recommended to the administration Pallotti Children Hope Centre.

5.2.1. The Administration of Pallotti Children's Hope Centre

The administration of Pallotti Children's Hope Centre are recommended to

- ✓ To invite parents to participate in IEP meetings and to engage them in decisions making
- ✓ To create and run on the parents and teachers' committees
- ✓ To focus on teachers' training in special needs and inclusive education
- ✓ To develop home training of parents of CwIDs
- ✓ To ensure the welfare of children

5.2.2. Recommendations to Teachers of Pallotti Children's Hope Centre

- ✓ To improve communication among parents, children and teachers
- ✓ To use every day individual education plan process to improve the potentialities of children with IDs.
- ✓ To be creative in learning and teaching process
- ✓ To develop the method of learning by routines and communicate them to the parents
- ✓ To teach discipline and management of disruptive behaviors

- ✓ To use new methods of technology

5.2.3 Recommendations to Parents of Children with Intellectual Disabilities

- ✓ To participate in academic and para-academic activities of their children
- ✓ Parenting children and assure their health care.
- ✓ To pay tuition fees for their children and materials required
- ✓ To promote the culture of volunteering opportunities in the schools
- ✓ To assist Children with Intellectual Disabilities to learn at home
- ✓ To help children to develop adaptive behaviors in the family

5.2.4. Recommendation to Local Administrators

Local administrators are recommended to:

- ✓ To be aware of the population about intellectual disabilities
- ✓ To facilitate the home training in the families
- ✓ To train the members of comity of PwDs in cells, sectors and districts.

5.2.5. Recommendation to the Ministry of Local Governance

- The Ministry of Local Governance is recommended to facilitate the social and academic progress of children with IDs.
- To develop the culture of social acceptance of children with IDs
- To train the population at local level of administration about intellectual disabilities
- To develop de culture of social and academic inclusion of CwIDs
- To collaborate with ONGs for supporting and rehabilitating CwIDs in the society
- To support the Rehabilitation Centres of CwIDs.

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APPENDICES

APPENDIX A: INFORMED CONSENT FORM

I. SURVEY LETTER

Dear University Student,

My name is Jean Pierre Munyaneza a student in University of Rwanda – College of Education, School of Education Department of Inclusive and Special Needs Education. I am carrying out the study for my dissertation.

This study is entitled “finding out the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them”, and is the thesis that will be submitted to the College of Education, School of Education for the fulfilment of Master’s Degree. I ensure you that the information provided will be kept strictly confidential and used for academic purposes. Your answers should be based upon your own knowledge and experience.

Thank you for your kind help.

II. RESEARCH SUMMARY

- 1. Name(s) and affiliation(s) of researcher(s) of applicant(s):** Mr. Jean Pierre Munyaneza
- 2. Sponsor(s) of research:** myself,
- 3. Purpose(s) of research:** finding out the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them.
- 4. Procedure of the research:** use of Interview and questionnaires.
- 5. Expected duration of participant(s)’ involvement:** October 16, 2021 to 15th March 2022.
- 6. Risk(s):**
 - i. Revelation of identity and confidentiality, names of interviewees and their departments will not be recorded.
 - ii. Findings, whether favourable or unfavourable, will not be released to the press or the general public.
 - iii. University Lecturer. University Lecturers will be interviewed at a lean time or the questions will be given to them at their own convenient time or via email.
- 7. Costs to the participants:** It will cost participants nothing except their time.
- 8. Benefit(s):** After the research finding out the factors hindering involvement of parents in individual educational plan process of children with intellectual disabilities and ways to alleviate them, and any recommendation required, will be revealed.

9. Confidentiality: Names and identities will not be taken so participants cannot be traced.

10. Voluntary involvement: Participation in this research is entirely voluntary.

a. Statement of person obtaining informed consent:

I have fully explained this research to _____ and have given sufficient information, including about risks and benefits, to make an informed decision.

DATE: _____ SIGNATURE: _____

NAME: _____

b. Statement of person giving consent:

I have read the description of the research or have had it translated to me in a language I understand. I have also talked it over with the interviewer to my satisfaction. I understand that my participation is voluntary. I know enough about the purpose, methods, risks and benefits of the research study to judge that I want to take part in it. I understand that I may freely stop being part of this study at any time.

DATE: _____ SIGNATURE: _____

NAME: _____

WITNESS' SIGNATURE (if applicable): _____

WITNESS' NAME (if applicable): _____

For any further inquiry the following are my contact details:

Jean Pierre Munyaneza

E-mail: jeanpierremunyaneza1@gmail.com

TEL. +250784644014

Appendix 2: Overview of Pallotti Children's Hope Centre

Pallotti Children's Hope Centre (PCHC) was initiated by Wir Für Rwanda (WFR), a Non-Governmental International Organization, through Dr. Bernd Bierbaum who is the first president. This Organization realized how marginalized and excluded children with intellectual disabilities were, and still are, from many services being enjoyed by other members of society.

In 2004, WFR developed the idea of building up a Centre for children with intellectual disabilities to improve their living conditions. This Centre started working in 2011 with 12 children with intellectual disabilities and four instructors from surrounding local community of Kibilizi.

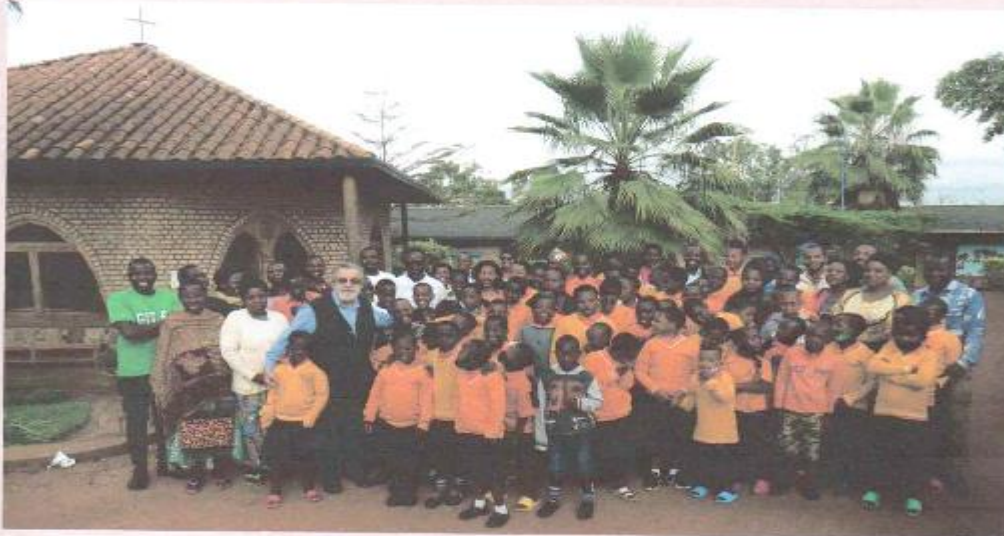
In 2019, WFR has intended to gradually transfer WFR CHILDREN'S HOPE CENTRE to the Society of Apostolic Catholic (Pallottines). A written approval of Pallottines was made on 16 April 2019 and an audience in June 2019. On 13 May 2020, Dr. Bernd Bierbaum, the first president of Wir Für Rwanda, signed the contract transfer of Pallotti Children' Hope Centre and the Memorandum of Understanding. On 15 May 2020, Father Eugene Niyonzima SAC, Provincial Rector of Holy Family Province, signed the above documents.

Nowadays, PCHC counts more than seventy children with IDs from different districts in Rwanda.



THE NARRATIVE REPORT

June 2021



All children, Staff of Pallotti Children Hope Centre with Dr. Bierbaum

Appendix 3: Individual Education Plan

Name of the school: Filled on: /..... /201.

District:

Sector:

Cell:

Village:

Be completed by Learner’s class teachers in collaboration with peer teachers, parents and education professionals

I. Identification of the learner with SEN

Names:	
Age:	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #cccccc; padding: 5px; border: 1px solid black;">Male</div> <div style="background-color: #cccccc; padding: 5px; border: 1px solid black;">Female</div> </div>	Gender:
Class level:	
Exceptionality:	

Reason for developing the IEP (Tick in box ✓)

Student identified as exceptional by the assessing team <input style="width: 40px; height: 20px;" type="checkbox"/>	Student not formally identified but requires special education services, including alternative learning expectations and/or accommodations <input style="width: 40px; height: 20px;" type="checkbox"/>
---	--

III. The learning assessment

Brief summary of the learner’s Strengths and needs (Refer to the individual educational assessment results)	
Areas of Strengths	Areas of Needs
1.	
2.	
3.	
4.	

IV. Regular class with indirect support from snecos and specialists - assessment team placement decisions (Tick in box√)

1. Regular class with indirect support from SNECOs and specialists

2. Regular class with pedagogical resource assistance from specialist teacher / resource room master

3. Special education class full-time at special centre

V. Educational Plan

General

Learning

objectives:.....

Detailed individual education plan (*It indicates the objectives clearly set, the activities to be done, the person who will be responsible, the target date for the goal to be attained and finally be evaluated*)

Specific objectives	Plan of activities		Responsible person for the activity (Tick √)			Schedule (Target date)		Evaluation date
	Action	Resources	Parent	Teacher	Headteacher	Specialist		
1.								(To be evaluated)

									<i>edtermly)</i>
2.									
3.									
4.									
5.									
6.									
8.									

IEP Planning Team

Names

Position/Responsibility

Signature

1 _____

2 _____

3.....

.....

4.....

.....

Additional comments:

.....

.....

Appendex 4 : Questionnaire

Instructions /Amabwiriza

- Please do not mention your names on the questionnaire / Singombwa kwandikaho amazina
- Read the instructions given and answer the questions as appropriately as possible/ Soma amabwiriza yatanzwe kandi usubize ibibazo neza.
- Answer in the language you do understand well, English or Kinyarwanda / Subiza ibibazo mururimi wumva neza. Yaba icyongereza cyangwa se ikinyarwanda
- Put the sign “√” in the box that corresponds to your response if necessary / Shyira aka kamenyetso “√” mukadirishya kari imbere y’igisubizo cy’ukuri ushaka gutanga.

Please! Read and understand the definition of IEP process before answering the questions.

Definition of IEP Process: It is an official document that describes the education plan designed to meet the unique needs of a learner with a disability, or any other special educational needs. It is also a systematic way to monitor and assess the progress of a learner with special needs. It involves educational planning that caters for each child’s specific educational needs. This educational plan is a process because it is conceived, prepared, executed and evaluated by IEP Team (Teachers, School administration, Learners, Parents and Specialist)/ **IEP Process** ni inyandiko yemewe igaragaza gahunda y’inyigisho zihariye kuri buri mwana ugendeye kubumuga bwe cyangwa ibibazo byihariye afite mu myigire ye. Iyi nyandiko niyo **igaragaza umuyoboro** izo nyigisho zitegurwamo, uburyo zitangwamo n’icyo zizamugezaho. Iyi gahunda itegurwa kubufatanye na Mwalimu, Umunyeshuri, Umubyeyi, Ubuyobozi bw’ikigo n’abandi bafite ubumenyi bwimbitse muburezi bw’abana bafite ubumuga cyangwa se ibindi bibazo byihariye mu myigire.

Identification of the respondents

A. Identification of the respondents

1. What is your sex? / Igitsina cyawe ni ikihe?

Male / Gabo Female/ Gore

2. How old are you? /ufite imyaka ingahe?

17-27 27-37 37-47 47-57

57-67 67-77

3. What is your marital status? / Irangamimerere yawe ni iyihe?

i) Single/ Utarashaka

ii) Married/ Uwashatse

iii) Divorced / Uwatandukanye na uwo bashakanye

iv) Religious/ Uwihayimana

4. What is your level of education? / Ni ikihe cyiciro cy'amashuri wize?

i) Never at School/ utarigeze agera ku ishuri

ii) Special Needs Education/Uburezi bwihariye ugendeye kubumuga cyangwa se ibindi bibazo byihariye

iii) Primary education/ Amashuri abanza

iv) Secondary education/ Amashuri yisumbuye

v) University/Kaminuza

Questions reserved to the respondents

Section A: About causes of inactive involvement of parents in IEP Process prepared for learner with Intellectual Disabilities		
<p>Kubirebana n'impamvu ababyeyi batitabira mukugira uruhare muri gahunda yihariye itegurirwa buri munyeshuri ugendeye kubumuga bwe bwo mumutwe</p> <p>What are the causes of inactive involvement of parents in IEP Process prepared for a learner with IDs/ n'izihe mpamvu zituma ababyeyi batitabira mukugira uruhare muri gahunda yihariye itegurirwa buri munyeshuri ugendeye kubumuga bwe bwo mu mutwe?</p>		
Proposed answers/ Ibisubizobishoboka	Put a tick “√” in front of the corresponding answer/ shyira iki kimenyetso “√” imberey'igisubizo utanze	
<p>Some of the causes of lack of engagement of Parents in IEP process are the following/ zimwemumpamvuzituma ababyeyi batagira uruhare rugaragara muri gahunda yihariye itegurirwa buri munyeshuri ugendeye kubumuga bwe bwo mumutwe:</p> <p>Ignorance of IEP Process and its importance/ kudasobanukirwa icyo gahunda y'inyigisho zihariye kuri buri mwana ugendeye kubumuga bwe cyangwa ibibazo byihariye afite aricyo n'akamaro kayo</p>	Agree/nibyo	
	Disagree/sibyoy	
	No idea/nta gitekerezo	
<p>Thinking that IEP Process is a job for only teachers/gutekereza kogahunda y'inyigisho zihariye kuri buri mwana ugendeye kubumuga bwe cyangwa ibibazo byihariye afite ari akazi kagenewe abarimu gusa</p>	Agree/nibyo	
	Disagree/sibyoy	
	No idea/nta gitekerezo	
<p>Lack of knowledge and understanding of intellectual disability and negative societal perceptions of disability /</p>	Agree/nibyo	
	Disagree/sibyoy	

<p>kutagira ubumenyi no kutumva neza ubumuga bwo mumutwe n'imyumvire itari myiza ya sosiyete kubumuga muri rusange</p> <p>Poverty in the family/ Ubukene mu muryango</p>	<p>No idea/nta gitekerezo</p>	
<p>Illiteracy/ ubujiji</p>	<p>Agree/nibyo</p>	
	<p>Disagree/sibyoy</p>	
	<p>No idea/nta gitekerezo</p>	
<p>Misunderstanding of Community Based Rehabilitation support/Kudasobanukirwa neza n'uburyo bwashyiriweho gufasha abafite ubumuga kugirango babashe kwibeshaho bo ubwabo</p>	<p>Agree/nibyo</p>	
	<p>Disagree/sibyoy</p>	
	<p>No idea/ nta gitekerezo</p>	
<p>Lack of communication and collaboration between School leadership and parents/kudahana amakuru no kubura ubufatanye hagati y'ubuyobozi bw'ishuri n'ababyeyi</p>	<p>Agree/ nibyo</p>	
	<p>Disagree /sibyoy</p>	
	<p>No idea/ nta gitekerezo</p>	
<p>If there are other answers mention them/ Niba hari ibindi bisubizo bishyireho.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		

.....		
Section B: About strategies to overcome the causes of disengagement of parents / Kugira ngo izi mpamvu zituma ababyeyi batitabira ziveho hakorwa iki?		
From your experiences, what can you suggest as the strategies for overcoming the causes of parental disengagement / Ugendeye kubunararibonye bwawe, n'ubuho buryo watanga cyangwa se inzira wanyuramo kugirango ziriampamvu ziveho?		
The strategies proposed to overcome these causes are the following: a) Parenting Children with Intellectual Disabilities in order to provide positive home conditions/Guha abana bafite ubumuga bwo mu mutwe uburere n'ubufasha bukwiye mu miryango yabo	Agree/nibyo	
	Disagree/sibyoy	
	No idea/nta gitekerezo	
b) To promote communication between school and parents/ Guteza imbere uguhana amakuru hagati y'ishurin' ababyeyi	Agree/nibyo	
	Disagree/sibyoy	
	No idea/nta gitekerezo	
To promote the culture of volunteering opportunities for parents/ guteza imbere umuco w'ubwitange bw'ababyeyi mubikorera abana babo	Agree/nibyo	
	Disagree/sibyoy	
	No idea/nta gitekerezo	
d) To assist Children with Intellectual Disabilities to learn at home/ Gufasha abana babana n'ubumuga bwo mumutwe kwigira murugo	Agree/nibyo	
	Disagree/sibyoy	
	No idea/nta gitekerezo	
To engage parents in decisions making about learning and	Agree/nibyo	

teaching process of their children/Gukangurira ababyeyi kugira uruhare mubyemezo bifatirwa abana babo mubirebana n'imyigire n'imyigishirize yabo	Disagree/sibyo	
	No idea/nta gitekerezo	
f) Collaboration between parents and Community, especially Organisations of Persons with Disabilities /ubufatanye hagati y'ababyeyi na kominote barimo cyane cyane imiryango ifasha abamugaye	Agree/nibyo	
	Disagree/sibyo	
	No idea/nta gitekerezo	

If there are other answers mention them/ Niba hari ibindi bisubizo bishyireho.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Section C: About contribution of Pallotti Children's Hope Centre in socio-academic improvement of Children with Intellectual Disabilities (mild and moderate)

Proposed answers	Answers of the Respondents	
What is the contribution of PCHC socio-academic improvement of CwIDs/Niki PCHC ifasha muguteza imbere ubuzima busanzwe bwo murugo n'ubwo kw'ishuri bw'abana bafite ubumuga?	Agree/nibyo	
	Disagree/sibyo	
	No idea/ nta gitekerezo	
a) Teachers' training in Special Needs and Inclusive Education /guhugura		

abarimu mubijyanye n'uburezi budaheza	Total	
b)To empower CwIDs with survival skills and knowledge necessary for self sustainability living/ guha abana ubumenyi n'ubushobozi bwo kwibeshaho	Agree/nibyoy	
	Disagree/sibyoy	
	Noidea/nta gitekerezo	
	Total	
c)The use of IEP Process in the classrooms/ gukoresha IEP mu mashuri	Agree/nibyoy	
	Disagree/sibyoy	
	No idea/ Nta gitekerezo	
	Total	
d)Awareness and sensitization in the local community aboutIntellectualDisabilities/ubukangurambagakubyerekeranyen'ubumuga bwo mu mutwe muri kominote abana babamo	Agree/nibyoy	
	Disagree/sibyoy	
	No idea/nta gitekerezo	
	Total	
e)Home training program/amahugurwa mu ngo	Agree/nibyoy	
	Desagree/sibyoy	
	No idea/nta gitekerezo	
	Total	

If there are other answers mention them/ Niba hari ibindi bisubizo bishyireho.....

.....

.....

.....

Interview for teachers and staff members is guided by the key-informants

Instructions:

Before delivering interview, the Researcher gives a briefing about the definition of IEP process/ Mbere yuko Umushakashatsi abaza mu buryo bw'ikiganiro mbona nkubone, arabanza asobanure icyo aricyo IEP Process.

The interview was delivered in English or in Kinyarwanda depending of the language of the respondent/Ibazwa muburyo bw'ikiganiro rirakorwa mu ndimi z'icyongereza n'ikinyarwanda hagendewe kururimi ubazwa yumva neza.

Definition of IEP Process: It is an official document that describes the education plan designed to meet the unique needs of a learner with a disability, or any other special educational needs. It is also a systematic way to monitor and assess the progress of a learner with special needs. It involves educational planning that caters for each child's specific educational needs. This educational plan is a process because it is conceived, prepared, executed and evaluated by IEP Team (Teachers, School administration, Learners, Parents and Specialist)/ **IEP Process** ni inyandiko yemewe igaragaza gahunda y'inyigisho zihariye kuri buri mwana ugendeye kubumuga bwe cyangwa ibibazo byihariye afite mu myigire ye. Iyi nyandiko niyo **igaragaza umuyoboro** izo nyigisho zitegurwamo, uburyo zitangwamo n'icyo zizamugezaho. Iyigahunda itegurwa kubufatanye na Mwalimu, Umunyeshuri, Umubyeyi, Ubuyobozibw'ikigon'abandi bafite ubumenyi bwimbitse muburezi bw'abana bafite ubumuga cyangwa se ibindi bibazobiyihariye mu myigire yabo.

Questions for Interview

What do you know about Individual Educational Plan Process and its implementation/ Niki uzi kubirebana na gahunda y'inyigisho zihariye kuri burimwana ugendeye kubumuga bwe cyangwa ibibazo byihariye afite n'uburyo ishyirwa mubikorwa.

What the impact of parents' involvement in IEP Process on social and academic progress of children with Intellectual Disabilities?/ Ese hari cyo ubwitabire bw'ababyeyi muri iyigahunda bwahindura mu iterambere rusange muri sosiyete cyangwa se imibanire nabandi no mubuzima bw'ishuri bw'aba bana bafite ubumuga bwomumutwe?

What are the strategies can you use to promote parents' involvement in IEP Process?/nubuhe buryo wakoresha kugirango ababyeyi bashobore kwitabira mu kugira uruhare mu miteguriren'imigendekere myiza yiriya gahunda.

Appendix5: Motivation letter

UNIVERSITY OF RWANDA

18th March 2021

COLLEGE OF EDUCATION

SPECIAL NEEDS AND INCLUSIVE EDUCATION

Dear Sir/ Madam,

I am Fr. Jean Pierre Munyaneza, student of University of Rwanda, College of Education, pursuing a Masters' degree in Special Needs and Inclusive Education. I am currently conducting a study entitled FACTORS HINDERING INVOLVEMENT OF PARENTS IN INDIVIDUAL EDUCATIONAL PLAN PROCESS OF CHILDREN WITH INTELLECTUAL DISABILITIES AND WAYS TO ALLEVIATE THEM Case study of Pallotti Children's Hope Centre in Gisagara District locates in Kibilizi sector, district of Gisagara in South Province.

The study is purely for academic purposes and the information given will be treated with utmost confidentiality. I am therefore, humbly requesting you to spare some time and answer the following questions.

Bwana/ Madamu ,

Njyewe, Padiri Jean Pierre Munyaneza, Umunyeshuri muri Kaminuzay'Urwanda, Ishamiry'Uburezi bwihariye kandibudaheza mu cyiciro cya gatatu cya Kaminuza aricyo MASTERS DEGREE, ndimo gukora ubushakashatsi ku mpamvu zibuza ababyeyi kugira uruhare muri Gahunda y'inyigisho zihariye kuri buri mwana ugendeye kubumuga bwe cyangwa ibindi bibazo byihariye afite mu myigire ye, n'ingarukarugira (uruharerw'ababyeyi) mu iterambere (mubuzimabusanzwe muri sosiyeti no mubuzimabw'ishuri) ry'abana bafite ubumuga bwo mumutwe (ubumuga bworoheje bwo mucyiciro cyambere nicya kabiri). Ububushakashatsi bukazakorera mu kigo cy'abana bafite ubumuga bwo mumutwe cyitwa "Pallotti Children Hope Centre", kiri mu murenge wa Kibirizi, akarere ka Gisagara mu ntaray'Amajyepfo.

Ni muri urwo rwego mbasaba gufata umwanya mukamfasha gusubiza ibibazo bikurikira kandi mbizezako amakuru muzatanga nzayakoresha mu buryo bw'ubushakashatsi gusa ndetse akazagirwa ibanga.

Murakoze !!!!

Fr. Jean Pierre Munyaneza

Appendix 6 : UR authorization letter



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

School of Inclusive and Special Needs Education
OFFICE OF THE DEAN

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re:

The School of Inclusive and Special Needs Education offers Masters in Special Needs Education, and as part of the academic requirements, students are expected to conduct field studies and write a dissertations on topics of their choice.

The purpose of present letter therefore, is to seek your cooperation in allowing the above named student to conduct his/her research, and/or facilitate his/her data collection in your Institution/Organization:

".....
.....
..."

In case you require any other information regarding this exercise, you are welcome to contact the School of Inclusive and Special Needs Education on the address below.

Thank you for your cooperation

Sincerely yours

Done at UR-CE on 18th /03/2021

Signed

Dr. Evariste Karangwa

Dean, School of Inclusive and Special Needs Education

Email: mugorehy1@yahoo.com, habinshutingo@gmail.com

Tel : (+250) 788755285, 0785489767, 0788809234

