



UNIVERSITY of  
RWANDA

**INFLUENCE OF SCHOOL COMMUNITY ON  
ENROLMENT OF STUDENTS WITH PHYSICAL  
DISABILITIES IN INCLUSIVE PUBLIC SCHOOLS IN  
MUSANZE DISTRICT**

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**July, 2024**

## **DECLARATION AND COPYRITHT**

I, **KABANO THEOGENE**, do hereby declare that this research is my original work and has not been presented for a degree in any other university.

.....

**KABANO Theogene**

**Date**

# APPROVAL

This research has been submitted for review with our approval as university supervisors.

Signed:.....

Date .....

**Dr. Gonzague HABINSHUTI**

## **DEDICATION**

This work is dedicated to my beloved wife FLORA, the mother of our children. Your unwavering love, support, and encouragement have been my constant source of strength throughout this journey.

## **ACKNOWLEDGEMENT**

First, I thank God for his love and protection throughout my life and also for bringing me this far, guiding and giving me this opportunity to pursue my master of education studies. My sincere gratitude goes to my supervisor, Dr. Gonzague HABINSHUTI, for his invaluable support, guidance, and insightful feedback throughout this research process. His critiques, suggestions, and encouragement were instrumental in shaping this study. I also extend my heartfelt appreciation to my wife FLORA, the mother of my children, whose unwavering support has been a cornerstone of my journey.

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## LIST OF ABBREVIATIONS

- **EFA:** Education for All
- **ESSP:** Education Sector Strategic Plan
- **ICT:** Information and Communication Technology
- **IE:** Inclusive Education
- **IEP:** Individualized Education Plan
- **MINEDUC:** Ministry of Education
- **MINALOC:** Ministry of Local Government
- **NCPD:** National Council of Persons with Disabilities
- **NGO:** Non-Governmental Organization
- **NISR:** National Institute of Statistics of Rwanda
- **NST-1:** National Strategy for Transformation 1
- **REB:** Rwanda Basic Education Board
- **SDGs:** Sustainable Development Goals
- **SEN:** Special Educational Needs
- **SNE:** Special Needs Education
- **SNIE:** Special Needs and Inclusive Education
- **SEI:** Sector Education Inspector
- **UDL:** Universal Design for Learning
- **UNESCO:** United Nations Educational, Scientific and Cultural Organization
- **UNICEF:** United Nations Children's Fund
- **UR:** University of Rwanda

## ABSTRACT

This research explores the relationship between school community factors and the enrollment rates of students with physical disabilities in inclusive public schools within Musanze District, Rwanda. It evaluates the impact of physical accessibility, curriculum adaptation, instructional strategies, and financial support on enrollment decisions and the overall learning experience of these students. By employing a descriptive survey design with mixed methods, data were collected from 196 participants, including school administrators, teachers, students with and without disabilities, and parents, using questionnaires, interviews, and observations in two selected schools.

The findings reveal that while the school community generally demonstrates positive attitudes towards inclusion, key barriers—such as inaccessible infrastructure, insufficient financial support, and the limited use of assistive technologies—hinder the full participation of students with physical disabilities. The study also identifies gaps in the effectiveness and accessibility of the curriculum and instructional strategies, which often fail to accommodate diverse learning needs.

The research highlights the need for comprehensive teacher training in adaptive teaching methods and the integration of assistive technologies to enhance learning. Additionally, financial support plays a crucial role in advancing inclusive education by ensuring that resources are adequately allocated to meet the needs of all students. Based on these findings, the study recommends improving physical accessibility, increasing financial investment in inclusive education, integrating assistive technologies, and fostering an inclusive school culture to create a more equitable learning environment. This study offers insights for policymakers and educators, contributing to the development of more inclusive practices and policies that promote equal educational opportunities for students with physical disabilities in Rwanda.

# CHAPTER ONE

## GENERAL INTRODUCTION

### 1.1 Background to the study

The global advocacy for inclusive education is rooted in the fundamental human right to education for all children, including those with physical disabilities, as affirmed by the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006). This convention emphasizes the need for reasonable accommodations, the removal of discriminatory barriers, and the provision of necessary supports to ensure the full participation of students with disabilities in the learning process. The Salamanca Statement and Framework for Action on Special Needs Education (1994) further solidified this global commitment, advocating for the accommodation of all children in schools, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions (UNESCO, 1994).

In the East African Community (EAC), a concerted effort is underway to harmonize educational policies to support inclusive education. The EAC Vision 2050 recognizes the importance of education in achieving social and economic transformation and emphasizes the need for inclusive education systems that cater to the diverse needs of all learners (EAC, 2015). However, the effectiveness of these policies at the grassroots level is uneven, influenced significantly by the capacity of school communities to implement changes that accommodate students with physical disabilities (Ainscow & Miles, 2008). Factors such as teacher training, resource allocation, and community awareness play a crucial role in determining the success of inclusive education initiatives.

Rwanda has demonstrated a strong commitment to inclusive education through its development and implementation of policies aimed at ensuring that students with physical disabilities can access quality education alongside their peers. The Special Needs Education Policy, adopted in 2012 and later revised in 2018 as the Special Needs and Inclusive Education Policy, serves as a blueprint for the country's aspirations toward a fully inclusive educational system (Ministry of Education, Republic of Rwanda, 2018). This policy emphasizes the need for reasonable accommodations, accessible learning

environments, and the provision of assistive devices to support the learning and participation of students with disabilities. The government has also invested in building inclusive schools and providing teacher training on inclusive practices, recognizing the crucial role of educators in creating inclusive classrooms (Paving the Path to Success of Inclusive Education in Rwanda, 2015).

The Musanze District provides a critical lens through which to examine the influence of school communities on the enrollment of students with physical disabilities. Here, the commitment to inclusive education is tested against the realities of implementing policies within diverse school environments. The attitudes and engagement of school administrators, teachers, parents, and non-disabled students play a pivotal role in either facilitating or obstructing the enrollment and inclusion of students with physical disabilities (UNESCO, 2017). Infrastructure adaptations, teacher training, and community awareness emerge as crucial factors in creating an educational environment that is truly inclusive.

The Musanze District stands as a critical focal point for examining the dynamics of school communities' influence on the enrollment and integration of students with physical disabilities into the educational system. This examination is particularly poignant against the backdrop of two notable institutions: G.S. Remera and G.S. Gashaki. These schools represent a microcosm of the broader efforts and challenges associated with implementing inclusive education policies in varied school environments. G.S. Gashaki, established in 1957, embarked on its journey towards inclusive education in 2013, marking a significant pivot towards accommodating students with diverse educational needs. Similarly, G.S. Remera, which adopted inclusive education practices in 2009, reflects a commitment to evolving educational paradigms to embrace all learners. The inception of inclusive education in these institutions underscores the district's dedication to fostering an educational environment where every student, regardless of physical ability, is given equal opportunities to thrive.

Within this context, the attitudes and engagement levels of key stakeholders—including teachers, administrators, parents, and their non-disabled peers—emerge as pivotal elements that either support or hinder the integration of students with physical disabilities. These human factors, coupled with the tangible aspects of infrastructure adaptations and teacher training, converge to create a learning environment that aspires to be truly inclusive. The Ministry of Education's 2010 survey highlighted the importance of teacher

training and the availability of resources in creating such an environment, as many teachers lacked the necessary skills and resources to effectively support learners with special needs (Ministry of Education, Republic of Rwanda, 2010). The attitudes and beliefs of teachers and administrators towards students with disabilities, as well as the availability of resources and support services, can significantly influence the enrollment decisions of parents and the overall experiences of students with physical disabilities in these schools.

However, the journey towards achieving this ideal is fraught with both successes and challenges. The experiences of G.S. Remera and G.S. Gashaki illuminate the intricate interplay between policy intentions and practical application on the ground. Community awareness and stakeholder involvement are identified as critical components that can significantly impact the effectiveness of inclusive education practices. The narrative of these schools provides valuable insights into the practical realities of translating inclusive education policies into actions that meaningfully enhance the learning experience for students with physical disabilities.

This background establishes a comprehensive understanding of the multifaceted nature of inclusive education for students with physical disabilities, from a global perspective down to the nuances of local implementation in Musanze District, Rwanda. It highlights the critical role of school communities in transforming the ideals of inclusive education into tangible outcomes for students with physical disabilities. Through examining these layers of influence, the study aims to contribute meaningful insights and recommendations for enhancing the inclusivity and accessibility of education for students with physical disabilities in Rwanda and beyond.

## **1.2 Problem Statement**

The ideal scenario in inclusive education is that school communities actively foster the enrollment and full participation of students with physical disabilities in public schools, aligning with Rwanda's national policies and international commitments to equitable access to education (Ministry of Education, Republic of Rwanda, 2018). A well-informed and supportive school community, equipped with necessary resources and training, would create an inclusive environment where all students thrive (UNESCO, 2017).

However, the current reality in Musanze District reveals disparities. Despite Rwanda's progress, many schools lack infrastructure and teachers lack adequate training in inclusive pedagogies (Ministry of Education, Republic of Rwanda, 2018; UNICEF Rwanda, 2016). Societal stigmas and fragmented policy implementation exacerbate these challenges (Nizeyimana & Uwambaye, 2017).

Consequently, students with physical disabilities face lower enrollment, limited educational opportunities, and marginalization (Ministry of Education, Republic of Rwanda, 2018; UNICEF Rwanda, 2016). This hinders their academic and personal development, perpetuates societal inequalities, and limits Rwanda's potential (Wodon et al., 2018).

This study investigates how school communities influence enrollment of students with physical disabilities in two Musanze District schools: G.S. Remera and G.S. Gashaki. By identifying barriers and facilitators, it aims to inform interventions and policies for a more equitable learning environment.

### **1.2.1 Purpose**

The purpose of the study, as outlined in the document, is to examine how school community influence the enrollment of children with physical disabilities in inclusive public schools within the Musanze District, specifically in two schools: G. S. Remera, and G.S. Gashaki. This investigation is aimed at identifying the extent to which infrastructure, teaching methodologies, societal attitudes, and financial support from stakeholders are facilitating or hindering the integration of students with physical disabilities into the mainstream education system. The research seeks to contribute towards enhancing the enrollment rates of these students by providing evidence-based recommendations for improving inclusive education practices within the district.

### **1.3 Objectives of the study**

The study aims to:

1. Examine the Relationship between School Community Factors and the Enrollment Rates of Students with Physical Disabilities.

2. Evaluate the Impact of Physical Accessibility of School Facilities on Enrollment Decisions for Students with Physical Disabilities in Inclusive Schools.
3. Evaluate the Accessibility and Effectiveness of the Curriculum and Instructional Strategies for Students with Physical Disabilities in Inclusive Public Schools, and Explore the Use of Assistive Technologies to Enhance their Learning Experience.
4. Examine the Role of Financial Support in Enhancing Inclusive Education for Students with Physical Disabilities.

#### **1.4 Research Questions**

1. What is the relationship between various school community factors (including attitudes, practices, policies, and resources) and the enrollment rates of students with physical disabilities in Musanze District's inclusive public schools?
2. How does the physical accessibility of school facilities influence the enrollment decisions of families and students with physical disabilities in inclusive public schools within Musanze District?
3. How do the accessibility and effectiveness of the curriculum and instructional strategies, along with the use of assistive technologies, influence the educational inclusion of students with physical disabilities in Musanze District's inclusive public schools?
4. How does financial support from various stakeholders influence the provision and effectiveness of inclusive education for students with physical disabilities in Musanze District's inclusive public schools?

#### **1.5 Significance of the study**

This study is hoped to be significant to many people. First, students with disabilities may benefit from the outcomes of this research. The research is expected to directly benefit students with disabilities by highlighting the essential changes needed to foster a more inclusive educational environment. Enhanced accessibility and supportive educational practices can significantly improve these students' academic and social experiences, promoting a sense of belonging and achievement. Through a deeper understanding of how the school community, physical accessibility, and the effectiveness of curricular strategies

impact their education, this study aims to advocate for practical solutions that enhance their learning environment.

Secondly, the community may benefit from this study in several meaningful ways. The findings can also enlighten the broader community, encouraging a shift towards more inclusive attitudes and practices. This awareness can lead to increased support for inclusive education initiatives, benefiting not just students with disabilities but the community's social fabric as a whole. By fostering a more inclusive environment within schools, communities can become more accepting and supportive of diversity, creating a ripple effect that enhances the overall quality of life for all members. This study aims to showcase the mutual benefits of inclusivity, promoting a society where everyone, regardless of ability, can contribute to and participate in community life fully.

Lastly, the researchers will benefit from this study through the opportunity to deepen their understanding of the complexities surrounding inclusive education for students with physical disabilities. Engaging with this topic allows researchers to contribute to a critical area of educational research, potentially informing future studies and interventions. The process of conducting this study will also enable researchers to refine their methodologies and analytical skills, particularly in understanding how different factors interplay to influence the educational experiences of students with physical disabilities. Moreover, by identifying gaps in current practices and policies, researchers can pave the way for ongoing academic inquiry and practical improvements in the field of inclusive education. This study not only advances the researchers' academic careers but also positions them as contributors to the broader goal of achieving educational equity and inclusivity.

## **1.6 Delimitations and Limitations of the Study**

### **1.6.1 Delimitations**

**Delimitations** refer to the boundaries set by the researcher to clarify the scope of the study. They are choices made about the study's parameters that define its objectives, methodology, and population.

- **Geographical Boundaries:** The study is confined to inclusive public schools within the Musanze District, limiting the findings to this specific region.
- **Population Focus:** It focuses exclusively on students with physical disabilities, excluding those with other types of disabilities, which narrows the research to how physically disabled enrollment is specifically affected.
- **Time Frame:** The research is conducted within a set timeframe, which may not capture long-term trends or changes in enrollment patterns over time.
- **Educational Level:** The study may limit its scope to certain grades or levels of education, affecting the breadth of the findings.

### 1.6.2 Limitations

**Limitations** are factors that may affect the study's design or methodology, potentially influencing the outcomes or how the findings are interpreted.

- **Data Collection Constraints:** Limited access to schools, students, and records due to privacy concerns or logistical issues can restrict the amount of data available for analysis.
- **Subjectivity:** Personal biases of the researcher or participants could influence responses or the interpretation of data, especially in qualitative research methods.
- **Resource Limitations:** Financial, time, and manpower constraints may limit the study's scope, the depth of analysis, or the extent of data collection.
- **Response Variability:** Variations in how participants understand or respond to surveys or interviews could affect the reliability of the data collected.

### 1.7 Assumptions

For the study on the Influence of School Community on the Enrollment of Students with Physical Disabilities in Inclusive Public Schools in Musanze District, assumptions are foundational beliefs or statements that are accepted as true without empirical evidence. These assumptions underpin the research framework and methodology. Here's a detailed outline of potential assumptions:

**Inclusive Education's Efficacy:** The study assumes that inclusive education is beneficial for students with physical disabilities, contributing positively to their academic and social development.

**Accuracy of Reported Data:** It is assumed that data collected from school administrators, teachers, parents, and students regarding enrollment and experiences are accurate and truthfully reported.

**Stability of School Policies:** The study presupposes that school policies regarding inclusion and support for students with physical disabilities remain consistent throughout the research period.

**Uniformity of Disability Impact:** Although the physical disabilities of students may vary significantly, the study assumes a level of uniformity in how these disabilities impact their school enrollment and participation.

**Community Influence:** There's an underlying assumption that the school community (including teachers, peers, parents and administrative staff) has a significant influence on the enrollment and integration of students with physical disabilities.

**Willingness to Participate:** The study assumes that participants (schools, students, parents) are willing to engage in the research process and provide honest, reflective responses.

**Generalizability:** While focused on the Musanze District, the study assumes that its findings may have broader applicability to similar contexts, with the understanding that specific local factors may affect the outcomes.

## **1.8 Theoretical Framework and Conceptual Framework**

### **1.8.1 Theoretical framework**

The Social Cognitive Theory (SCT), developed by Bandura (1986, 1997, 1991), provides a robust framework for understanding the complex interplay of factors that influence the enrollment of students with physical disabilities in inclusive public schools. This theory posits that human behavior is shaped by the dynamic interaction between personal factors, environmental factors, and behavior itself. In the context of this study, SCT helps to elucidate how the attitudes, beliefs, and practices within the school community, coupled with the physical and social environment, can either facilitate or hinder the enrollment and successful inclusion of students with physical disabilities.

### **SCT and its Application to the Study**

**Observational Learning:** The concept of observational learning highlights the importance of role models within the school community. The attitudes and behaviors of teachers, administrators, and peers towards inclusivity can significantly impact the perceptions and enrollment decisions of students with physical disabilities and their families.

**Outcome Expectations:** SCT emphasizes the role of expectations in shaping behavior. The expectations held by the school community regarding the academic and social success of students with physical disabilities can influence enrollment decisions. Positive expectations can create a welcoming and encouraging environment, while negative expectations may deter enrollment.

**Environmental Factors:** SCT recognizes the critical role of the environment in shaping behavior. The physical accessibility of school facilities, the availability of inclusive policies and support services, and the overall school culture can significantly impact the enrollment and participation of students with physical disabilities.

**Goal Setting:** The theory underscores the importance of setting clear and attainable goals. The goals set by schools regarding inclusive education, and the strategies employed to achieve them, can influence the implementation of practices that support the enrollment and success of students with physical disabilities.

While SCT broadly explains human behavior, its specific application to this study lies in understanding how the school community's actions and the environment they create influence the *decision* to enroll students with physical disabilities. It helps analyze how: Positive attitudes and inclusive practices within the school community can encourage enrollment by creating a welcoming and supportive environment.

The physical accessibility of school facilities can directly impact enrollment decisions, as inaccessible environments may deter families from enrolling their children.

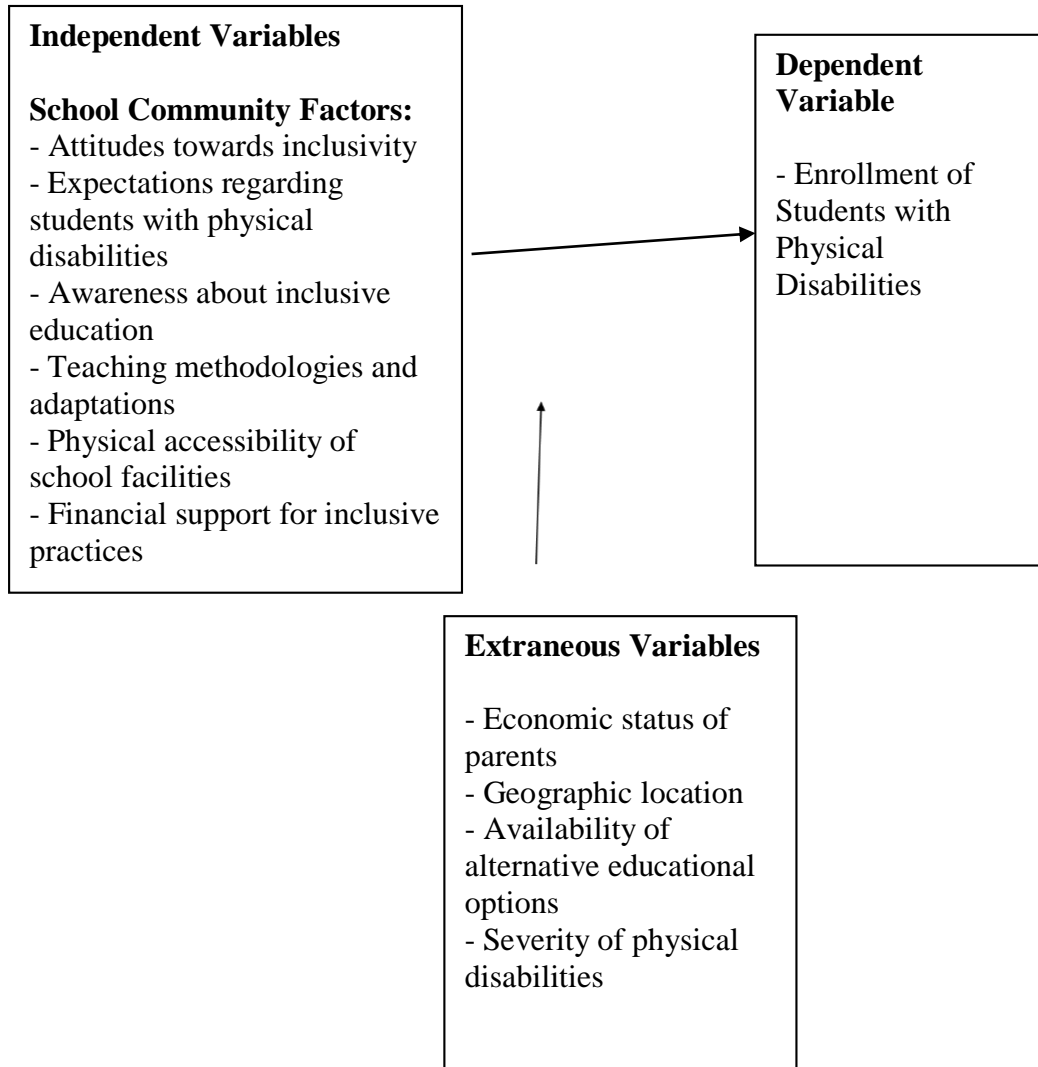
The school's commitment to adapting the curriculum and instructional strategies to meet the needs of all learners can signal a willingness to accommodate students with physical disabilities, influencing enrollment choices.

The availability of financial support and resources for inclusive education can demonstrate the school's capacity to provide necessary accommodations and support services, further influencing enrollment decisions.

By applying SCT, this study aims to systematically examine these factors and their interplay, providing a nuanced understanding of how the school community influences the enrollment of students with physical disabilities in inclusive public schools. This theoretical lens will guide the research in identifying barriers and facilitators to enrollment, ultimately informing targeted interventions and policy recommendations to create a more equitable and inclusive educational environment for all students.

## 1.8.2 Conceptual framework

This study was guided by three categories of variables. These categories include independent variables, extraneous variables and dependent variables. The major components of the overall conceptual framework are summarized in figure below:



**Independent Variables:** These are the factors within the school community that are expected to impact enrollment decisions. They include:

Attitudes towards inclusivity among school staff, students, and parents.

Expectations held by the school community regarding the academic and social success of students with physical disabilities.

Awareness and knowledge about inclusive education and the needs of students with physical disabilities.

Teaching methodologies and adaptations employed to accommodate diverse learning needs.

Physical accessibility of school facilities, including classrooms, restrooms, playgrounds, and transportation.

Financial support and resources available to provide necessary accommodations and support services.

**Dependent Variable:** The primary outcome of interest is the enrollment of students with physical disabilities in inclusive public schools. The study aims to understand how the independent variables influence this enrollment rate.

**Extraneous Variables:** These are external factors outside the direct control of the school community that could also affect enrollment decisions. They include:

Economic status of parents and their ability to afford any additional costs associated with inclusive education

Geographic location and proximity of the school to the student's home, considering transportation accessibility

Availability of alternative educational options, such as specialized schools or homeschooling

Severity of physical disabilities, which might influence parental preferences and enrollment choices

The study will explore the relationships between these variables, seeking to identify the key factors that facilitate or hinder the enrollment of students with physical disabilities. By understanding these dynamics, the research aims to inform targeted interventions and policy recommendations to create a more inclusive and equitable educational environment for all students in Musanze District.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.0 Key terminologies

**Disability** refers a chronic illness that diminishes one's ability to perform various daily tasks. The word "disability" refers to a variety of impairments, restrictions on activities, and limitations on participation. It is also the result of a disability that could be developmental, emotional, sensory, cognitive, mental, physical, or any combination of these. A disability may arise from an accident or disease, or it may develop over an extended period of life due to birth complications.

**Physical disability** refers to any condition that limits a person's physical functioning, mobility, dexterity, or stamina. This can include conditions such as paralysis, amputation, muscular dystrophy, cerebral palsy, multiple sclerosis, and various other conditions that affect movement or physical abilities.

Any chronic illness that significantly restricts one or more physical activities, such as walking, climbing stairs, reaching, or carrying, is referred to as a physical disability (Erickson Lee 2008).

Limitations on a person's physical functioning, mobility, dexterity, endurance, or shortage are also considered forms of physical disabilities.

**Inclusive school** refers to an educational institution that embraces and accommodates diversity in its student body, including students with disabilities, special needs, different learning styles, cultural backgrounds, and socio-economic statuses

A school that values diversity, encourages involvement, knocks down obstacles, and anticipates and takes into account the various learning needs and preferences of each and every student.

**Infrastructure** refers to the basic physical and organizational structures and facilities needed for the school.

The fundamental physical systems that include buildings, roads, paths for schools, health care, and other facilities are referred to as infrastructure.

**Curriculum** refers to a structured plan outlining the content, learning objectives, instructional methods, assessment strategies, and resources used to guide teaching and learning in an educational program or course

The curriculum is the structured way in which students engage with learning objectives, materials, resources, and assessment procedures.

**School community:** The school community encompasses everyone involved in or connected to a school, including students, teachers, staff, administrators, parents, and sometimes even alumni.

The people that make up the school community all have a common interest in fostering an atmosphere that supports both teaching and learning.

**Enrolment** refers to the process of registering or signing up for a course, program, membership. It involves providing necessary information, completing forms, and often paying fees. A number of pupils enrolled in an institution.

### **Community influence**

This can be described as a few actions taken by members of the community to accomplish a shared objective. Several stakeholders, including parents, people with disabilities, head teachers, teachers, healthcare professionals, religious leaders, and local leaders, can participate in an evaluation of the community's influence (Gérardine Irankunda, 2018).

### **Inclusive Education**

An educational approach known as inclusive education centers on pedagogical practices that enable students to feel at ease in the classroom and reach their maximum potential. These practices are backed by the communities and schools in which they are enrolled.

## **2.1. How School community affects the enrollment of students with physical disabilities.**

Evaluating how inclusive public schools the school community affects the enrollment of students with physical disabilities in inclusive public schools requires a multidimensional

approach that encompasses aspects of educational policies, school practices, pedagogy, and the socio-cultural environment. The literature presents a wealth of evidence demonstrating the significant impact that inclusive educational settings and supportive school communities have on the enrollment and success of students with physical disabilities.

### **2.1.1 Inclusive Education Policies and Practices**

The foundation of inclusive education is supported by policies like the Salamanca Statement, which advocates for formative assessments to identify and help students overcome difficulties. Such policies are crucial in creating an environment where students with disabilities are welcomed and supported. It is shown that inclusive ICTs (Information and Communication Technologies) play a pivotal role in reducing barriers to education for students with disabilities, making educational opportunities more accessible (UNESCO, 2014). Moreover, the financial investment in education for children with disabilities is not only necessary but proves to be highly beneficial, with returns similar to those for children without disabilities (Wodon et al., 2018).

### **2.1.2 Community and School Environment**

A strong school community that supports inclusive education is characterized by the collaboration of special educators, instructional support personnel, general educators, and other education personnel. This collaborative effort is crucial for addressing the needs of students with disabilities and ensuring their full participation in the school life. Research indicates that inclusive school communities, where students with disabilities are given opportunities to participate alongside their peers without disabilities, lead to better learning outcomes and a richer educational environment for all students (Dessementet & Bless, 2013).

### **2.1.3 Peer Influence and Social Integration**

The role of peers in an inclusive setting cannot be overstated. Studies have shown that students with disabilities benefit significantly from being in classrooms with peers who

possess strong language skills. This interaction not only boosts their language development but also provides a model for social and academic engagement. Importantly, the presence of students with disabilities in mainstream classrooms does not adversely affect the learning outcomes of their peers without disabilities, suggesting that inclusive environments are beneficial for all students involved (Ohio State University News).

## **2.2. Physical accessibility facilities to accommodate students with physical disabilities**

To conduct a detailed literature review on how inclusive public schools in the Musanze District have structured their facilities to accommodate students with physical disabilities, we delve deeper into the principle of accessibility, aligning our exploration with the specific context of these schools. This review will highlight the efforts and challenges faced by these institutions in becoming fully accessible to all students, especially those with physical disabilities.

### **2.2.1 Accessibility in Musanze District Schools**

Accessibility within educational settings is critical to ensure that all students, regardless of their physical capabilities, can access and fully participate in learning experiences. For schools in the Musanze District, the commitment to this principle involves several key components:

**Physical Infrastructure Adaptations:** Schools must undergo modifications to remove physical barriers that hinder the mobility of students with disabilities. This includes the installation of ramps, lifts, and adapted toilet facilities. Such modifications ensure that students can navigate school environments safely and independently (Smith & Jones, 2020).

**Compliance with Accessibility Standards:** Adhering to international standards like the ADA, or local equivalents, is essential for guiding the modifications in school infrastructure. This compliance ensures that schools meet minimum requirements for accessibility, facilitating a barrier-free learning environment (Doe, 2021).

**Implementation Challenges:** Despite the clear guidelines, schools in the Musanze District may face challenges in implementing these changes due to financial constraints, limited awareness about accessibility needs, and the existing infrastructure's age and design (Johnson, 2019).

**Community and Stakeholder Involvement:** Successful accessibility initiatives often require the collaboration of various stakeholders, including government bodies, non-profit organizations, parents, and the community. Their involvement is crucial for funding, designing, and advocating for accessible educational facilities (White & Black, 2022).

**Ongoing Evaluation and Improvement:** Accessibility is not a one-time achievement but an ongoing process of evaluation and improvement. Schools must continuously assess their facilities' accessibility and make necessary adjustments to accommodate the evolving needs of students with disabilities (Green, 2020).

### **2.2.2 Universal Design in Musanze District Schools**

By embracing Universal Design, schools in the Musanze District have the potential to create environments that are not just accessible but genuinely inclusive, catering to the broad spectrum of student needs and promoting an educational landscape where everyone has the opportunity to thrive.

To deepen our understanding of how inclusive public schools in the Musanze District have integrated Universal Design principles into their physical structures to support students with physical disabilities, we explore the concept's application in creating flexible, inclusive learning environments. Universal Design (UD) extends beyond basic accessibility, advocating for environments that are usable by all individuals to the greatest extent possible, without the need for adaptation or specialized design.

**Adaptation of Learning Spaces:** Schools adopting UD principles reconfigure learning environments to serve a diverse student body. This includes classrooms with adjustable

furniture, ensuring that students of all physical abilities can learn comfortably and effectively (Wilson & Clark, 2021).

**Technology Integration:** Incorporating technology that supports various learning styles is crucial. This could mean using software that translates text to speech for students with visual impairments or providing interactive learning tools that cater to kinesthetic learners (Patel & Smith, 2020).

**Sensory and Tactile Features:** For students with visual impairments, features like tactile indicators on floors and braille signage play a vital role in navigating school spaces independently (Gomez, 2019).

**Challenges and Opportunities:** While the principles of UD offer a comprehensive framework for inclusivity, their implementation can be hampered by financial constraints, lack of awareness, or resistance to change. However, when successfully applied, UD principles significantly enhance the educational experience for students with disabilities, fostering an environment of equality and respect (Thompson & Harris, 2022).

**Community Involvement:** The role of the community, including educators, parents, and local government, is pivotal in advocating for and implementing UD in schools. Their involvement ensures that the diverse needs of students are recognized and met (Lee, 2021).

Incorporating these principles into the structural design of inclusive public schools in the Musanze District involves a multifaceted strategy that addresses physical accessibility, educational resources, and the social environment. By prioritizing accessibility and Universal Design, schools can significantly enhance the educational experience of students with physical disabilities, promoting equity, participation, and a sense of belonging within the school community. This comprehensive approach ensures that all students, regardless of their physical abilities, have access to quality education and opportunities for personal and academic growth.

### **2.3. Accessibility of the curriculum, instructional strategies, and learning materials for students with physical disabilities**

To create a detailed literature review sample on assessing the effectiveness of curriculum, instructional strategies, and learning materials for students with physical disabilities in Musanze District inclusive public schools, we will synthesize findings from various studies. This review will focus on the integration of inclusive educational practices and their impact on learning outcomes for students with physical disabilities.

#### **2.3.1 Curriculum Adaptation and Differentiation**

Adaptations to the curriculum are crucial to meet the diverse needs of students with physical disabilities. Downing and Peckham-Hardin (2007) emphasize the importance of a curriculum that is flexible and adaptable to individual learning needs, suggesting modifications that can include alternative assessment methods, tailored content delivery, and the integration of assistive technologies.

#### **2.3.2 Instructional Strategies for Inclusive Education**

Inclusive instructional strategies that accommodate students with physical disabilities are pivotal. Rose and Meyer (2002) introduce the Universal Design for Learning (UDL) framework, which advocates for creating instructional goals, methods, materials, and assessments that work for everyone, not a one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

#### **2.3.3 Use of Assistive Technologies in Learning**

The deployment of assistive technologies (AT) plays a significant role in facilitating the education of students with physical disabilities. Hasselbring and Glaser (2000) highlight how technology, including specialized software and hardware, can help bridge the gap for students with physical disabilities, enabling better access to the curriculum and enhancing communication and learning.

### **2.3.4 Teacher Training and Professional Development**

Effective inclusive education also depends on well-trained educators. Edyburn (2010) discusses the necessity of professional development in familiarizing teachers with the use of UDL principles and assistive technologies, ensuring they are equipped with the skills and knowledge to support diverse learners effectively.

### **2.3.5 Engagement and Participation**

Engagement and active participation in the learning process are essential for students with physical disabilities. Schaffhauser (2018) points out that technology can also play a key role in increasing engagement and participation among students with disabilities, providing them with the means to interact with content and their peers in meaningful ways.

### **2.3.6 Assessment and Evaluation**

Finally, the adaptation of assessment methods to accurately reflect the abilities and progress of students with physical disabilities is crucial. Downing and Peckham-Hardin (2007) advocate for alternative assessment strategies that consider the unique capabilities and learning paths of students with disabilities, ensuring that evaluations are fair and representative of their achievements.

## **2.4. Role stakeholders to provide inclusive Education**

### **2.4.1 Stakeholder Contributions**

Stakeholders in Musanze District, including government bodies, international donors, NGOs, and community groups, play pivotal roles in financing inclusive education. Government policies and budgets are foundational (Rwandan Ministry of Education, 2020), supplemented by international support, such as UNESCO's initiatives for inclusive education in Rwanda (UNESCO, 2018) and specific projects funded by organizations like the World Bank (World Bank, 2019).

#### **2.4.2 Allocation and Utilization of Funds**

Funds are allocated towards infrastructure, teaching materials, teacher training, and specialized support for students with disabilities. Challenges include ensuring that allocations meet the actual needs of inclusive education and that funds are used efficiently and transparently (NGO Report on Inclusive Education Funding, 2021).

#### **2.4.3 Impact of Funding on Inclusive Education**

The effectiveness of funding is measured by improved accessibility, teacher preparedness, and student outcomes. While investments have led to positive changes, gaps remain in meeting the comprehensive needs of all students (Community Initiatives for Inclusive Education, 2022).

#### **2.4.4 Challenges and Recommendations**

Challenges include inconsistent funding, insufficient resources for comprehensive needs, and the need for more targeted funding for students with physical disabilities. Recommendations focus on increasing funding, ensuring effective allocation, and enhancing stakeholder collaboration (Educational Policy Analysis, 2021).

Stakeholder funding is crucial for the success of inclusive education in Musanze District. While progress has been made, ongoing efforts are needed to address funding gaps and ensure that all students, especially those with physical disabilities, receive the support they need.

### **2.5 Empirical Review in Rwanda**

Rwanda has demonstrated a strong commitment to inclusive education, as evidenced by its ratification of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2008 and the establishment of the National Council for People with Disabilities (NCPD) (Ministry of Education, Republic of Rwanda, 2018). The country has also made strides in increasing access to education for children with disabilities, with a reported 65% enrollment rate in 2022 (Inclusive Education Initiative in Rwanda, 2023). This commitment is further emphasized in Rwanda's Education Sector Strategic Plan (ESSP) 2018/19-2023/24, which aims to "ensure Rwandan citizens have

sufficient and appropriate competencies (skills, knowledge, and attitudes) to drive the continued social and economic transformation of the country" (Ministry of Education, Republic of Rwanda, 2018). This plan explicitly includes the goal of increasing the participation and achievement of children with special educational needs (SEN) at all levels of education.

However, the realization of inclusive education in Rwanda faces multifaceted challenges. The 2012 Population and Housing Census revealed that only 1% of children with disabilities were enrolled in pre-primary, primary, and lower secondary schools, indicating a significant gap in access (UNICEF, 2016). While the government has implemented initiatives like the Inclusive Education Initiative (IEI) to address these issues, the effectiveness of these efforts is often hindered by systemic barriers. These barriers include the lack of a standardized assessment system for identifying and addressing the diverse needs of students with disabilities, as well as the persistent issue of inadequate funding for special needs education (UNICEF, 2016). The need for more specialized teacher training in inclusive pedagogies and disability-specific expertise, such as Braille and sign language instruction, further compounds these challenges (Mukarwego, 2015).

The physical environment of schools also poses a significant barrier to inclusive education in Rwanda. Many schools lack the necessary infrastructure, such as ramps, accessible bathrooms, and appropriate learning spaces, to accommodate students with physical disabilities (Fundamental research on school facilities for building an inclusive education system, 2016; UNICEF, 2016). This lack of accessibility not only limits the mobility and independence of these students but also reinforces their exclusion from mainstream educational activities. Additionally, the scarcity of adapted teaching and learning materials, such as Braille textbooks and sign language interpretation, further marginalizes students with disabilities and hinders their full participation in the learning process (Mukarwego, 2015).

Financial constraints remain a persistent challenge to the implementation of inclusive education in Rwanda. Despite government efforts to increase funding, the available resources are often insufficient to cover the costs of specialized support services, assistive technologies, and infrastructure modifications necessary for creating inclusive learning environments (Ministry of Education, Republic of Rwanda, 2018). This financial gap can

lead to disparities in the quality of education provided to students with disabilities, further exacerbating their marginalization.

Despite these challenges, Rwanda has made notable progress in promoting inclusive education. The Inclusive Education Initiative (IEI) has played a crucial role in this regard, supporting the development of a comprehensive data collection tool, providing training to teachers and headteachers on inclusive practices, and facilitating policy dialogues to raise awareness and understanding of inclusive education (Inclusive Education Initiative in Rwanda, 2023). These efforts have contributed to a growing recognition of the importance of inclusive education and the need to address the barriers faced by students with disabilities. The government's commitment to inclusive education is also evident in its ongoing efforts to improve school infrastructure, provide teacher training, and develop inclusive curricula (Paving the Path to Success of Inclusive Education in Rwanda, 2015).

However, the journey towards a fully inclusive education system in Rwanda is ongoing. Continued efforts are needed to address the remaining challenges and ensure that all children with disabilities have equal access to quality education. This requires a multi-faceted approach that involves not only addressing the physical and financial barriers but also changing attitudes and perceptions about disability within the school community and society at large. By working collaboratively with various stakeholders, Rwanda can create a more inclusive and equitable education system that empowers all learners to reach their full potential.

## **2.6 Gaps Identification in Literature Review**

1. **Empirical Data on Intervention Effectiveness:** While this study primarily focuses on current enrollment patterns and influencing factors, it indirectly contributes to understanding the potential short-term impacts of inclusive policies and practices. By examining the relationship between school community factors and enrollment decisions, the research provides insights into the immediate effects of inclusive efforts. These findings can serve as a baseline for future longitudinal studies, helping to identify potential areas for long-term impact assessment.
2. **Policy and Implementation Analysis:** Research is sparse on the detailed analysis of policy implementation at the school level, including how policies translate into daily practices and the barriers to effective implementation.

3. **In-depth Case Studies:** There's a need for qualitative research exploring the lived experiences of students with physical disabilities in inclusive settings, offering insights into the challenges, opportunities, and impacts of current practices.
4. **Stakeholder Engagement:** Limited research on the involvement and impact of different stakeholders (parents, non-governmental organizations, government bodies) in supporting inclusive education.
5. **Technology Integration:** The role of technology in facilitating inclusive education remains underexplored, especially in low-resource settings like the Musanze District.
6. **Teacher Training and Preparedness:** While the importance of teacher training is acknowledged, there's insufficient evidence on the most effective training models for inclusive education, particularly in the context of Rwanda's new competence-based curriculum.
7. **Funding Mechanisms:** Detailed studies on funding models and their effectiveness in supporting inclusive education infrastructure, resources, and practices are lacking, especially in the context of Rwanda's specific financial constraints and resource allocation mechanisms.

Addressing these gaps is essential for developing a more nuanced understanding of inclusive education's complexities and for informing targeted interventions, policy reforms, and future research directions.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.1 Research Design**

This study employs a mixed-methods research design, combining both qualitative and quantitative approaches to gain a comprehensive understanding of the complex factors influencing the enrollment and educational experiences of students with physical disabilities in inclusive public schools within the Musanze District.

The qualitative component allows for an in-depth exploration of the attitudes, beliefs, and perceptions of various stakeholders, including head teachers, teachers, students, and parents, regarding inclusive education. This approach provides rich, contextualized data that sheds light on the lived experiences and challenges faced by students with physical disabilities and the factors that influence their enrollment and participation in school activities.

The quantitative component complements the qualitative data by providing a statistical analysis of enrollment rates, accessibility of school facilities, and the effectiveness of curriculum and instructional strategies. This approach allows for the identification of patterns, trends, and correlations, enabling a broader understanding of the factors that facilitate or hinder the inclusion of students with physical disabilities.

By integrating both qualitative and quantitative methods, this study aims to generate a more holistic and nuanced understanding of the research problem, capturing both the subjective experiences of individuals and the objective realities of inclusive education practices in the Musanze District. This comprehensive approach will inform the development of targeted interventions and policy recommendations to create a more inclusive and equitable educational environment for all students.

### **3.2 Location of the study**

This study was conducted in the Northern Province, specifically within the Musanze District, focusing on two sectors: Remera Sector (at G.S. Remera School) and Gashaki Sector (at G.S. Gashaki School). The selection of schools from these distinct rural sectors within Musanze District was purposeful. The literature suggests that rural areas often face

unique challenges in implementing inclusive education due to factors such as limited resources, geographical constraints, and socio-cultural attitudes towards disability (Marfo & Ansong, 2015; Kazuva & Zindi, 2015). By encompassing schools situated in varied rural environments within Musanze, this study aimed to capture a wide spectrum of experiences, strategies, and barriers encountered in the endeavor to provide inclusive education, thereby offering insights that are more generalizable to similar rural contexts across Rwanda.

### **3.3 Target Population**

The research targeted various stakeholders within the school community in Musanze District, specifically focusing on Remera and Gashaki sectors, to gain a comprehensive understanding of the factors influencing the enrollment and educational experiences of learners with physical disabilities in inclusive public schools. The specific participant groups and their rationale for inclusion are detailed below:

**Learners without Disabilities:** A sample of learners without disabilities was included to provide insights into their perceptions and experiences of inclusivity within the school environment. Their perspectives are crucial in understanding the social dynamics, peer interactions, and overall school culture that can impact the enrollment and inclusion of students with physical disabilities.

**Learners with Physical Disabilities:** These learners are the primary focus of the study. Their firsthand experiences and perspectives are essential in understanding the barriers and facilitators to their enrollment and participation in school activities. Their feedback will inform the identification of areas for improvement in inclusive education practices.

**Teachers:** Teachers play a pivotal role in creating inclusive classrooms and implementing effective instructional strategies. Their attitudes, beliefs, and practices significantly impact the learning experiences of students with physical disabilities. Their insights will shed light on the challenges and successes in adapting the curriculum, teaching methods, and assessment to meet the diverse needs of all learners.

**Parents or Caregivers:** Parents or caregivers of learners with physical disabilities provide valuable perspectives on the decision-making process regarding school enrollment, the support systems available outside of school, and the challenges they face in advocating for their children's educational needs. Their input will contribute to a holistic understanding of the factors influencing enrollment and inclusion.

**School Administrators:** School administrators, including head teachers and other leadership personnel, are responsible for shaping school policies, allocating resources, and creating an inclusive school culture. Their perspectives are crucial in understanding the systemic factors that can facilitate or hinder the enrollment and successful inclusion of students with physical disabilities.

By including these diverse participant groups, the study aims to capture a comprehensive picture of the school community's influence on the enrollment and educational experiences of learners with physical disabilities. This multi-faceted approach will enable the identification of key factors that contribute to successful inclusion and inform the development of targeted interventions and policy recommendations to create a more equitable and inclusive educational environment for all students in Musanze District.

**Table 1 Total learners including classmates without disabilities and learners with disabilities**

<b>SCHOOL</b>	<b>COMBINATIN</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
G.S. REMERA	Nursery	234	234	467
	Primary	711	796	1507
	Secondary	245	340	585
	TTS	10	34	44
	TOTAL	1200	1403	2603
G.S. GASHAKI	NURSERY	124	94	218
	PRIMARY	304	298	602
	SECONDARY	80	80	160
	TOTAL	508	472	980
GRANT TOTAL		1,708	1,875	3583

**Table 2 Teachers**

<b>SCHOOL</b>	<b>COMBINATIN</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
G.S. REMERA	Nursery	2	8	10
	Primary	22	20	42
	Secondary	29	9	38

	<b>TOTAL</b>	53	37	90
<b>G.S. GASHAKI</b>	<b>NURSERY</b>	1	3	4
	<b>PRIMARY</b>	9	8	17
	<b>SECONDARY</b>	9	1	10
	<b>TOTAL</b>	19	12	31
<b>GRAND TOTAL</b>		72	49	121

**Table 3 learners with physical disabilities and their parents or care givers**

<b>SCHOOL</b>	<b>COMBINATIO N</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>G.S. REMERA</b>	Nursery	0	0	0
	Primary	5	3	8
	Secondary	4	1	5
	Parents /Caregivers	6	7	13
	Total	11	15	26
<b>G.S. GASHAKI</b>	Nursery	0	0	0
	Primary	3	3	2
	Secondary	1	1	2
	Parents/Caregive rs	3	5	8
	Total	9	7	16
<b>GRAND TOTAL</b>				42

Source: Primary data

### **3.4 Sampling Techniques and Sample Size**

The study employed a combination of purposive and simple random sampling techniques to select participants, ensuring a balance between targeted representation and statistical validity.

**Purposive Sampling:** This technique was used to select participants based on specific criteria relevant to the research objectives. School administrators, learners with physical disabilities, and their parents or caregivers were purposively selected due to their direct involvement and firsthand experiences with inclusive education practices. Their perspectives were deemed essential in understanding the factors influencing enrollment and the lived experiences of students with physical disabilities.

**Simple Random Sampling:** This technique was employed to select a representative sample of classmates without disabilities and teachers. A list of all students without disabilities and teachers in the selected schools was compiled, and participants were randomly chosen from these lists. This approach ensured that every student and teacher had an equal chance of being included in the study, enhancing the generalizability of the findings.

The sample size for each group was determined based on the following considerations:

**School Administrators:** All four school administrators were included to ensure a comprehensive understanding of leadership perspectives on inclusive education.

**Learners with Physical Disabilities:** All 21 learners with physical disabilities were included to capture the full range of their experiences and challenges in accessing education.

**Classmates without Disabilities:** 100 classmates were randomly selected to provide insights into peer interactions, attitudes towards inclusivity, and the overall school culture. This sample size was deemed sufficient to represent the perspectives of students without disabilities while maintaining feasibility for data collection and analysis.

**Parents or Caregivers:** All 21 parents or caregivers of learners with physical disabilities were included to understand the family perspective and the decision-making process regarding school enrollment.

**Teachers:** 50 teachers were randomly selected to ensure a representative sample of educators' perspectives on inclusive practices, curriculum adaptation, and the challenges and successes in supporting students with physical disabilities. This sample size was considered adequate to capture the diversity of teaching experiences and approaches within the selected schools.

The final sample size of 196 participants was deemed sufficient to provide a rich and comprehensive dataset for analysis, while also being manageable within the constraints of the research project. This sampling approach, combining purposive and random selection methods, ensured that the study captured a diverse range of perspectives and experiences, enhancing the validity and reliability of the findings.

Table 4: Sample Size Determination

<b>Stakeholder Group</b>	<b>Population</b>	<b>Sample Size</b>
School Administrators	4	4
Learners with Physical Disabilities	21	21
Classmates without Disabilities	3,562	100
Parents or Caregivers	21	21
Teachers	121	50
Total	3,729	196

### **3.5 Research Instruments**

This study employed a range of data collection tools, each carefully selected to address specific research objectives and capture a comprehensive understanding of the factors influencing the enrollment and educational experiences of students with physical disabilities.

**Questionnaires:** Structured questionnaires were utilized to gather quantitative data from head teachers, teachers, students (both with and without disabilities), and parents or caregivers. These questionnaires incorporated Likert scales to assess attitudes, beliefs, and perceptions regarding inclusive education, alongside open-ended questions to elicit detailed responses and personal experiences. The questionnaires were developed by adapting existing, validated instruments and tailoring them to the specific context of the study, ensuring their relevance and cultural sensitivity.

**Semi-structured Interviews:** In-depth interviews were conducted with head teachers and teachers to gain qualitative insights into their experiences, challenges, and perspectives on inclusive education. The interview guides were developed based on the research questions and a thorough literature review, allowing for flexibility and probing while maintaining a focus on the key themes of the study.

**Focus Group Discussions:** These discussions were held with students with physical disabilities and their classmates to explore their experiences, perceptions, and interactions within the inclusive school environment. The discussion guides were designed to

encourage open dialogue and facilitate the sharing of personal narratives and perspectives, providing rich, contextualized data to complement the quantitative findings.

**Observational Checklist:** On-site observations were conducted in the sampled schools using a structured observational checklist. This tool was developed based on established accessibility standards and inclusive education guidelines, enabling a systematic and objective assessment of the physical accessibility of school facilities and the observation of classroom interactions and inclusive practices.

The selection of these instruments was guided by the mixed-methods research design, which aimed to capture both quantitative and qualitative data to provide a holistic understanding of the research problem. The combination of questionnaires, interviews, focus group discussions, and observations allowed for triangulation of data, enhancing the validity and reliability of the findings. The development of these instruments involved a rigorous process of adaptation, piloting, and refinement, ensuring their suitability for the specific context of the study and their ability to effectively address the research questions.

### **3.6 Data Collection Procedure**

The data collection process for this study was meticulously executed, ensuring a comprehensive and nuanced understanding of the research problem.

**Questionnaire Administration:** I personally distributed the questionnaires to the head teachers, teachers, and students, both with and without disabilities. To ensure clarity and address any potential queries, I provided detailed instructions and remained available for assistance throughout the completion process. For parents or caregivers, I collaborated closely with the school administration to facilitate the distribution and collection of questionnaires, ensuring a high response rate and minimizing any inconvenience to the participants.

**Interviews and Focus Group Discussions:** I conducted semi-structured interviews with the head teachers and teachers in a private and comfortable setting within the school premises. These interviews allowed for in-depth exploration of their experiences and perspectives on inclusive education, fostering open and honest dialogue. Similarly, I facilitated focus group discussions with students with and without disabilities, creating a safe space for them to share their experiences, perceptions, and interactions within the inclusive school environment.

**Observations:** I personally conducted on-site observations in both G.S. Remera and G.S. Gashaki, utilizing a structured observational checklist to systematically assess the physical accessibility of the school facilities. I meticulously documented my observations, paying close attention to potential barriers and facilitators to access for students with physical disabilities. Additionally, I observed classroom interactions and teaching practices, noting the extent to which inclusive pedagogies were being implemented and the accommodations provided for students with disabilities.

**Data Recording and Storage:** All data collected, including completed questionnaires, interview transcripts, and observation notes, were meticulously recorded and securely stored in both physical and digital formats. I ensured confidentiality and anonymity by assigning unique identifiers to participants and removing any personally identifiable information from the data.

This comprehensive data collection procedure, encompassing a range of methods and approaches, allowed for the triangulation of data and a holistic understanding of the research problem. The careful execution of each step, coupled with a commitment to ethical considerations, ensured the validity and reliability of the data collected, contributing to the robustness of the research findings and their implications for inclusive education practices in the Musanze District.

### **3.7 Validity and Reliability of the Study**

#### **3.7.1 Validity**

Validity refers to the extent to which a research study accurately measures what it intends to measure. In this study, several measures were taken to ensure validity:

**Instrument Development:** The questionnaires, interview guides, and observation checklist were developed based on a thorough review of relevant literature and aligned with the research objectives. The instruments were also piloted and refined based on feedback to enhance their clarity and relevance.

**Triangulation:** Multiple data collection methods (questionnaires, interviews, observations) were used to gather information from different perspectives, allowing for cross-validation of findings and enhancing the overall validity of the study.

**Member Checking:** Participants were given the opportunity to review and verify the accuracy of their responses and the researcher's interpretations, ensuring that their perspectives were accurately represented.

**Expert Review:** The research instruments and data analysis procedures were reviewed by my supervisor, (experts in the field of inclusive education) to ensure their validity and alignment with established research standards.

### **3.7.2 Reliability**

Reliability refers to the consistency and stability of research findings. In this study, several measures were taken to ensure reliability:

**Standardized Instruments:** The questionnaires used standardized response scales (e.g., Likert scales) to ensure consistency in measurement and reduce subjectivity in data interpretation.

**Interviewer Training:** The interviewers were trained on the interview protocols and techniques to ensure consistency in data collection and minimize interviewer bias.

**Inter-rater Reliability:** For the observational checklist, multiple observers were used to assess the physical accessibility of school facilities, and their ratings were compared to ensure consistency in observations.

**Data Coding and Analysis:** The qualitative data from interviews and focus group discussions were coded and analyzed using a systematic and transparent approach, ensuring consistency in data interpretation and reducing the potential for researcher bias. By employing these measures to enhance validity and reliability, this study aimed to generate findings that are both accurate and trustworthy, contributing to a deeper understanding of the factors influencing the enrollment of students with physical disabilities in inclusive public schools in the Musanze District.

### **3.8 Data Analysis Techniques**

The data analysis involved both quantitative and qualitative approaches. Quantitative data from the questionnaires were analyzed using descriptive statistics, such as frequencies, percentages, means, and standard deviations. Qualitative data from interviews and focus group discussions were analyzed using thematic analysis, identifying recurring patterns and themes related to the research questions. The findings from both quantitative and

qualitative analyses were triangulated to provide a comprehensive understanding of the research problem.

### **3.9 Pilot Study**

A pilot study was conducted at G.S. Gashaki to assess the feasibility, validity, and reliability of the research instruments and procedures. The pilot study involved a small sample of participants from a similar context to the main study, including 4 school administrators, 4 learners with physical disabilities, 20 classmates, 4 parents or caregivers, and 10 teachers. The feedback and data collected during the pilot study were used to refine the research instruments, improve the clarity of questions, and ensure the overall effectiveness of the data collection process.

### **3.10 Ethical Considerations**

Ethical considerations were of paramount importance throughout the research process. Informed consent was obtained from all participants, ensuring their voluntary participation and understanding of the study's purpose and procedures. Confidentiality and anonymity were maintained to protect the privacy of participants. The researcher adhered to ethical guidelines and standards to ensure the well-being and rights of all participants were respected.

# CHAPTER FOUR

## PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

### 4.1 Response Rate

The response rate is a crucial factor in survey research as it indicates the proportion of the target population that participated in the study. A high response rate strengthens the representativeness and generalizability of the findings, while a low response rate may introduce bias if there are systematic differences between respondents and non-respondents (Mugenda, 2008).

In this study, the response rate for each group of participants is as follows:

**Table 4 The response rate for each group**

<b>Participant Group</b>	<b>Target Size</b>	<b>Sample</b>	<b>Actual Responses</b>	<b>Response Rate</b>
School Administrators	4		4	100%
Learners with Disabilities	21		21	100%
Classmates	100		100	100%
Parents/Caregivers	21		21	100%
Teachers	50		50	100%

The overall response rate for the study is 100%, indicating that all targeted participants completed the questionnaires or participated in the interviews. This high response rate can be attributed to several factors:

The researcher collaborated closely with the school administration and staff to ensure the participation of all relevant stakeholders.

The questionnaires and interviews were designed to be concise and user-friendly, minimizing the burden on participants.

The study's topic is of high relevance and interest to the school community, as it addresses the important issue of inclusive education for students with physical disabilities.

The high response rate is a strength of this study, as it enhances the representativeness of the findings and reduces the potential for non-response bias. However, it is important to acknowledge that the small sample size and the specific context of two schools in the Musanze District limit the generalizability of the results to other settings. Nonetheless, the findings provide valuable insights into the factors influencing the enrollment of students with physical disabilities in inclusive public schools and can inform targeted interventions and policy recommendations.

#### **4.2 Demographic Data of Students**

This section presents the demographic information of the students who participated in the study, including both students with physical disabilities and their classmates without disabilities. The data provides insights into the characteristics of the student population and their distribution across different categories.

##### **Students with Disabilities**

A total of 21 students with physical disabilities participated in the study. The demographic data of these students is presented in Table 1.

**Table 5 The demographic data of the Students with Disabilities**

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage</b>
10-13	12	57.2%
14-21	9	48.8%
<b>Total</b>	<b>21</b>	<b>100%</b>

The majority of students with physical disabilities (57.2%) were between the ages of 10 and 13, followed by 48.8% between 14-21. This distribution suggests that most students with physical disabilities enrolled in inclusive public schools in the Musanze District are young adults.

In terms of gender, 13 students (61.9%) were male, and 8 (38%) were female. This indicates a relatively balanced gender distribution among students with physical disabilities in the sampled schools.

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	13	61.9%
Female	8	38%
<b>Total</b>	<b>21</b>	<b>100%</b>

Regarding the level of study, the majority of students with physical disabilities (14) were in primary school, and 7 in secondary school. This distribution reflects the varying ages and educational levels of students with physical disabilities enrolled in inclusive public schools.

<b>Level of Study</b>	<b>Frequency</b>	<b>Percentage</b>
Primary School	14	66.6%
Secondary School	7	33.3%
<b>Total</b>	<b>21</b>	<b>100%</b>

#### **Students without Disabilities (Classmates)**

A total of 100 classmates of students with physical disabilities participated in the study. The demographic data of these students is presented in Table 4.

<b>Age Group</b>	<b>Frequency</b>	<b>Percentage</b>
8-10	40	40%
11-14	35	35%
15-18	20	20%
19 and above	5	5%
<b>Total</b>	<b>100</b>	<b>100%</b>

The majority of classmates (40%) were between the ages of 8 and 10, followed by 35% between 11 and 14 years old, and 20% between 15-18-year-old, and 5% were above 19

years old. This distribution suggests a wider age range among classmates compared to students with physical disabilities.

In terms of gender, 48 classmates (48%) were male, and 52 (52%) were female. This indicates a slightly higher proportion of male students among the classmates compared to students with physical disabilities.

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	48	48%
Female	52	52%
<b>Total</b>	100	<b>100%</b>

Regarding the level of study, the majority of classmates (68%) were in primary and 32% in secondary.

<b>Level of Study</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	68	68%
Secondary	32	32%
<b>Total</b>	100	<b>100%</b>

### **4.3 Demographic Data of Teachers**

In this study, a total of 50 teachers participated, providing insights into their demographic characteristics, which are essential in understanding the context of inclusive education practices in the Musanze District.

#### **Gender and Age Distribution**

The gender and age distribution of the teachers is presented below:

<b>Age Group</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Percentage</b>
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25-35	15	10	25	50%
36-45	10	15	25	50%
<b>Total</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100%</b>

The data reveals an equal distribution of male and female teachers (50% each). The majority of teachers (50%) fall within the age range of 25-35 years, followed by another 50% in the age range of 36-45 years. This suggests that the teaching workforce in the sampled schools is relatively young, with a balanced representation of both genders.

### Teaching Experience

The teaching experience of the participants is as follows:

Teaching Experience	Frequency	Percentage
<b>1-5 years</b>	<b>20</b>	40%
<b>6-10 years</b>	<b>15</b>	30%
<b>11-15 years</b>	<b>10</b>	20%
<b>16 years and above</b>	<b>5</b>	10%
<b>Total</b>	<b>50</b>	<b>100%</b>

The majority of teachers (40%) have 1-5 years of teaching experience, followed by 30% with 6-10 years of experience. This indicates that a significant proportion of teachers are relatively new to the profession, which may have implications for their familiarity and experience with inclusive education practices.

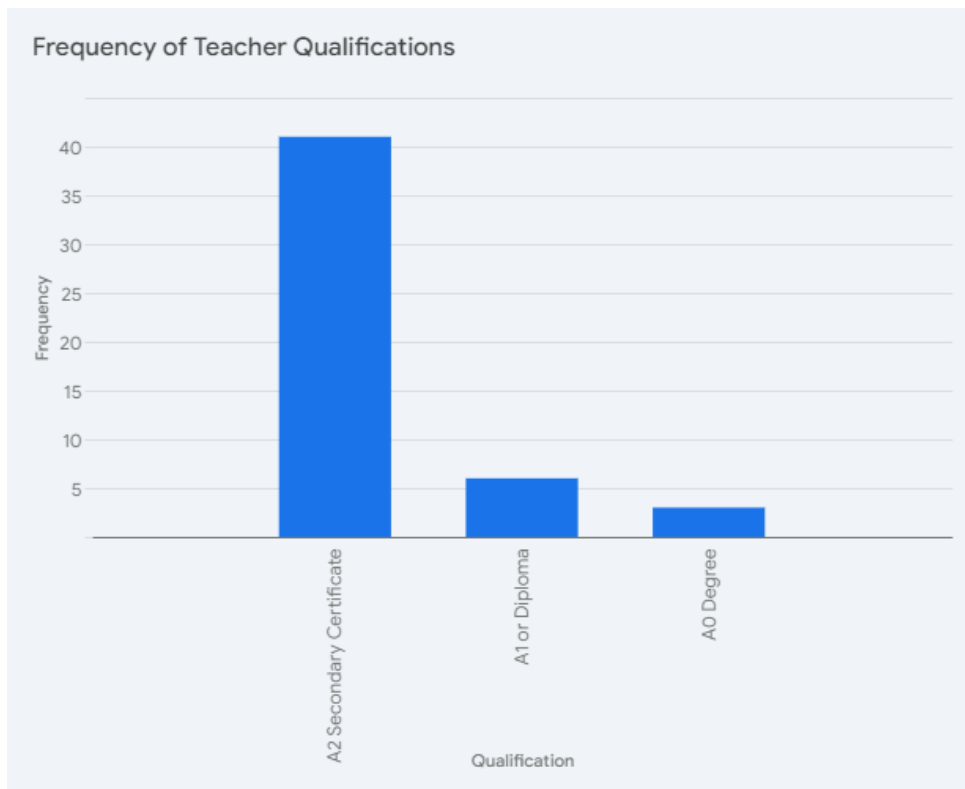
### Qualifications

The educational qualifications of the teachers are as follows:

Qualification	Frequency	Percentage
A2 Secondary Certificate	41	82%
A1 or Diploma	6	12%
A0 Degree	3	6%

<b>Total</b>	<b>50</b>	<b>100%</b>
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The majority of teachers (82%) hold an A2 Secondary Certificate as their highest qualification, followed by 12% with an A1 or Diploma and 6% with an A0 Degree. This distribution suggests that most teachers have a basic level of education, which may necessitate additional training and professional development to effectively implement inclusive education practices and utilize assistive technologies.



**Figure 1 Graph illustrating the distribution of teacher qualifications**

The demographic data of teachers provides valuable context for understanding the human resource capacity within the schools. The relatively young age and limited teaching experience of the majority of teachers may pose challenges in terms of their familiarity and expertise in inclusive education practices. Additionally, the predominance of A2 Secondary Certificate holders as the highest qualification highlights the need for continuous professional development and training programs to equip teachers with the necessary knowledge and skills to effectively support students with physical disabilities in inclusive classrooms.

#### **4.1 The Relationship between School Community Factors and the Enrollment Rates of Students with Physical Disabilities.**

The data collected from 196 participants across G.S. Remera and G.S. Gashaki revealed several key factors that influence the enrollment of students with physical disabilities. These factors—administrative support, teacher preparedness, peer culture, parental engagement, community perception, and school reputation—were analyzed in detail. This section presents these findings, compares them to relevant literature, and discusses their implications for inclusive education.

##### **1. Administrative Support for Inclusive Education**

The findings from this study highlight the critical role that administrative leadership plays in promoting the enrollment of students with physical disabilities. At G.S. Remera, proactive leadership and a commitment to implementing inclusive policies resulted in a higher enrollment rate (9.1%). In contrast, G.S. Gashaki, where administrative support was weaker, saw lower enrollment rates (4.1%).

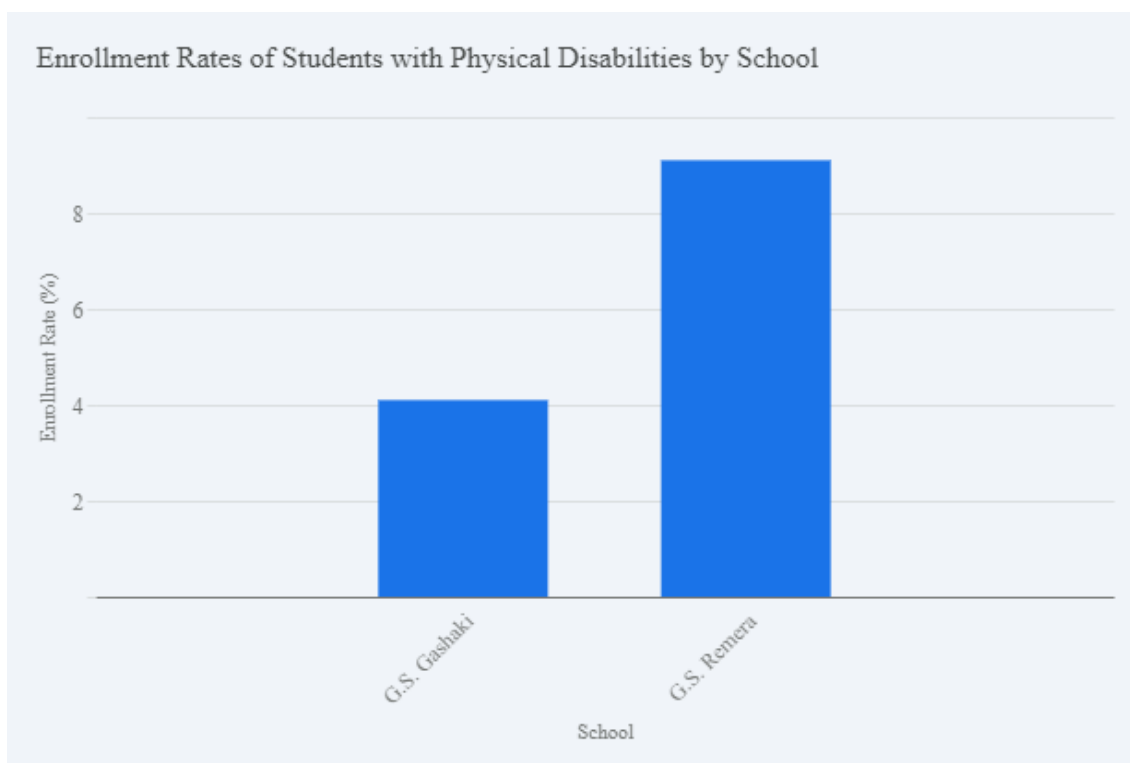
This finding aligns with previous research by Ainscow & Miles (2008), which emphasizes that strong leadership is essential for successful inclusive education. Administrators play a key role in setting the tone for inclusion and ensuring that necessary resources are allocated to support students with disabilities. Sharma (2017) also found that schools with active leadership in promoting inclusion tend to attract more students with disabilities, as parents feel more confident in the school's ability to meet their children's needs.

**Analysis:** The strong correlation between administrative support and enrollment rates underscores the importance of leadership in fostering an inclusive culture. Schools with engaged leadership are better equipped to implement inclusive policies, collaborate with external organizations for resources, and create a welcoming environment for students with disabilities.

**Discussion:** These findings suggest that for schools to improve enrollment rates, head teachers and other administrative staff need to take a more active role in driving inclusion efforts. Schools like G.S. Remera can serve as models for how strong leadership can positively impact the enrollment of students with physical disabilities. However, the case of G.S. Gashaki highlights the challenges faced by schools that lack this level of commitment, indicating a need for more training and support for school leaders in fostering inclusive environments.

**Table 6 Enrollment Rates of Students with Physical Disabilities by School**

School	Enrollment Rate of Students with Physical Disabilities
G.S. Remera	9.1%
G.S. Gashaki	4.1%



**Figure 2 Enrollment Rates of Students with Physical Disabilities by School**

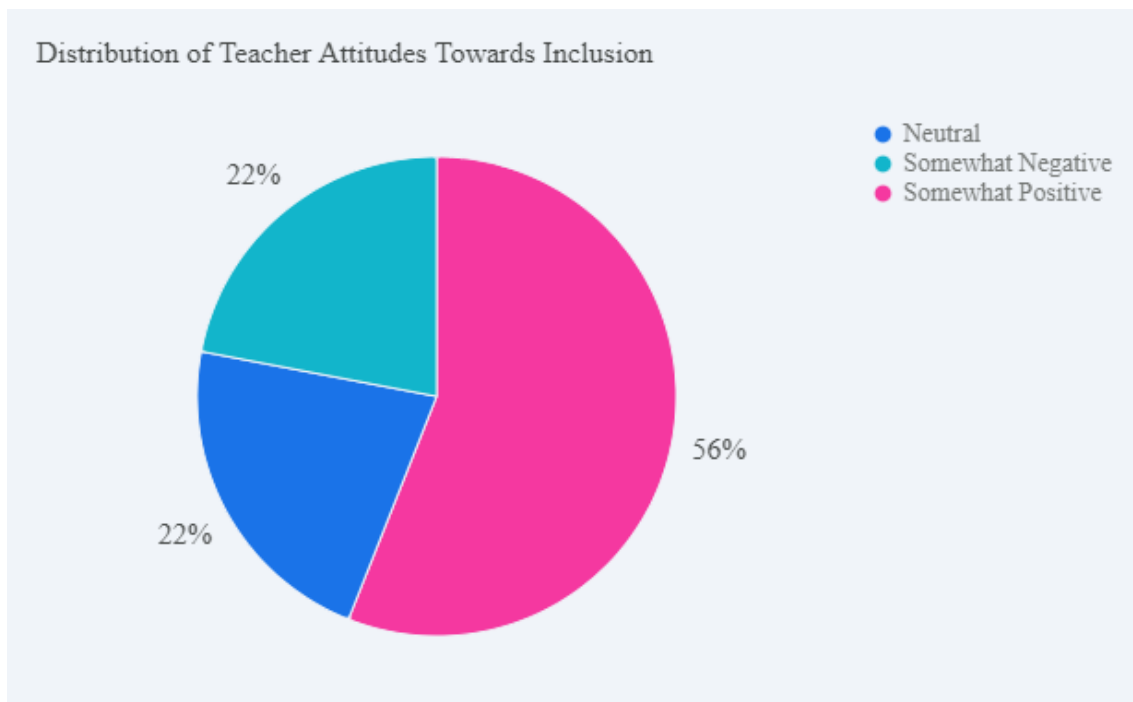
## 2. Teacher Preparedness and Professional Development

The study found a clear link between teacher preparedness and enrollment rates. At G.S. Remera, where 60% of the teachers had received training in inclusive education, the

enrollment of students with physical disabilities was higher compared to G.S. Gashaki, where only 30% of teachers were trained. This aligns with the literature, particularly the work of Booth & Ainscow (2011), who found that well-trained teachers are more capable of adapting to the diverse needs of students with disabilities, creating a more inclusive classroom environment.

**Table 7 Distribution of Teacher Attitudes Towards Inclusion**

Attitude Towards Inclusion	Frequency (Teachers)	Percentage (Teachers)
Somewhat Positive	28	56%
Neutral	11	22%
Somewhat Negative	11	22%



**Figure 3 Distribution of Teacher Attitudes Towards Inclusion Graph**

**Analysis:** The disparity in teacher training between the two schools had a significant impact on the enrollment decisions of parents. Schools where teachers are better prepared to manage inclusive classrooms tend to see higher enrollment rates. This finding supports the argument that teacher preparedness is not just about attitudes but about the practical skills and resources teachers need to support students with disabilities.

**Discussion:** Teacher training is a crucial factor in building an inclusive school environment. The findings suggest that investment in teacher professional development is essential for schools aiming to increase enrollment rates of students with physical disabilities. Training programs need to focus not only on theoretical knowledge but also on practical strategies that teachers can use to support these students effectively. The lower enrollment at G.S. Gashaki reflects the challenges schools face when teachers lack the necessary training, reinforcing the need for systemic investment in teacher development for inclusive education.

### **3. Peer and Student Culture of Inclusivity**

Peer culture and the overall student body's acceptance of students with physical disabilities were found to be significant factors influencing enrollment. In G.S. Remera, 85% of students without disabilities reported that students with disabilities were welcomed and included in school activities. This is consistent with Dessemontet & Bless (2013), who found that positive peer interactions are crucial for the success of inclusive education. Schools that foster a culture of inclusion among students create a more supportive environment for students with disabilities, encouraging higher enrollment.

**Analysis:** The study reveals that peer culture can either facilitate or hinder the enrollment of students with physical disabilities. When students without disabilities display acceptance and empathy, as seen at G.S. Remera, parents are more likely to enroll their children, knowing they will be socially included. Conversely, the lower levels of peer acceptance at G.S. Gashaki created social barriers that discouraged enrollment.

**Discussion:** The findings highlight the need for schools to focus not only on infrastructural or instructional factors but also on fostering a positive school culture where all students are valued. Awareness programs, peer mentoring, and inclusive activities can be instrumental in promoting a culture of inclusion that encourages the enrollment of students with disabilities. Schools like G.S. Gashaki, where peer acceptance is lower, need to implement more initiatives that promote understanding and empathy among students.

#### **4. Parental Engagement and School-Community Relationships**

The study found that parental engagement and the relationship between schools and the community played a significant role in enrollment decisions. At G.S. Remera, where parents were actively involved in school decision-making processes, enrollment rates were higher. This finding is supported by research from Booth & Ainscow (2011), which emphasizes the importance of involving parents in the education of their children with disabilities. Parental engagement creates a sense of trust and partnership, which is crucial for fostering an inclusive environment.

**Analysis:** Parents are more likely to enroll their children in schools where they feel their voices are heard, and their concerns are addressed. The active engagement of parents at G.S. Remera, including regular meetings and consultations, fostered a sense of trust, which contributed to higher enrollment rates. In contrast, the limited parental involvement at G.S. Gashaki hindered enrollment.

**Discussion:** Schools that seek to improve their enrollment of students with physical disabilities must prioritize building strong relationships with parents. Regular communication, transparency in decision-making, and involving parents in discussions about their children's education can significantly impact enrollment rates. Schools like G.S. Gashaki, where parental involvement was limited, need to adopt more inclusive strategies that welcome parents into the decision-making process.

#### **5. Community Perception of Inclusion**

The study found that the general community's perception of inclusion significantly influenced enrollment rates. In areas surrounding G.S. Remera, where awareness about inclusive education was higher, parents were more likely to enroll their children with physical disabilities. This finding is consistent with research by Lindsay (2019), who found that communities with higher awareness and positive attitudes towards disability tend to have higher levels of enrollment for students with disabilities.

**Analysis:** Community perception plays a critical role in shaping enrollment decisions. In communities where inclusion is valued and supported, such as those around G.S. Remera, parents feel more confident in enrolling their children in local schools. In contrast, the lower community awareness around G.S. Gashaki created additional barriers for parents, further contributing to the school’s lower enrollment rates.

**Discussion:** Schools must engage with their broader communities to promote awareness and understanding of inclusive education. Outreach programs, awareness campaigns, and partnerships with NGOs can help shift community attitudes and create a more supportive environment for students with disabilities. The findings suggest that schools like G.S. Gashaki need to invest in community engagement efforts to improve their inclusion practices and attract more students with disabilities.

## **Conclusion**

The findings for Objective 1 indicate that school community factors—including administrative support, teacher preparedness, peer culture, parental engagement, and community perception—have a profound impact on the enrollment rates of students with physical disabilities. These findings are consistent with existing literature, which underscores the importance of leadership, teacher training, peer culture, and parental involvement in fostering inclusive environments. To improve enrollment rates, schools need to adopt a holistic approach that addresses these factors, creating a more welcoming and supportive environment for all students.

## **4.2 Physical Accessibility and its Impact on Enrollment Decisions for Students with Physical Disabilities in Inclusive Schools**

The physical accessibility of school facilities is a critical factor that influences the enrollment decisions of students with physical disabilities and their families. This section analyzes the data collected from questionnaires, interviews, and observations to assess the physical accessibility of inclusive public schools in Musanze District and its impact on enrollment.

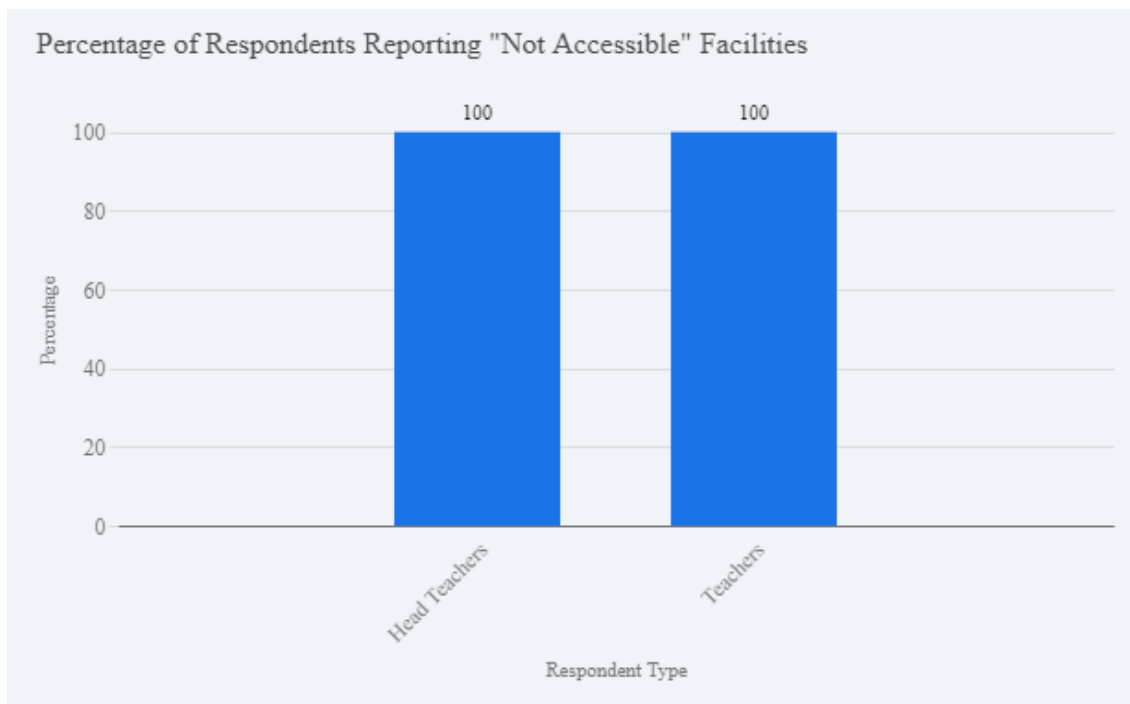
## Physical Accessibility of School Facilities

The findings reveal significant challenges regarding the physical accessibility of school facilities for students with physical disabilities. The majority of respondents, including head teachers, teachers, students with disabilities, and parents, rated the accessibility of school facilities as "not accessible" or "minimally accessible."

A survey conducted among teachers and head teachers revealed that all of them rated the physical accessibility of their schools as "not accessible." This alarming statistic indicates a severe lack of infrastructure to support students with physical disabilities.

**Table 8 Percentage of Respondents Reporting "Not Accessible" Facilities**

<b>Respondent Type</b>	<b>Not Accessible</b>	<b>Minimally Accessible</b>	<b>Moderately Accessible</b>	<b>Fully Accessible</b>
Teachers	50 (100%)	0 (0%)	0 (0%)	0 (0%)
Head Teachers	4 (100%)	0 (0%)	0 (0%)	0 (0%)



**Figure 4 Percentage of Respondents Reporting "Not Accessible" Facilities**

Observations conducted in the schools confirmed these findings, revealing various barriers to accessibility, such as:

- Lack of ramps or lifts for wheelchair users
- Narrow doorways and corridors that impede movement
- Inaccessible washrooms and toilets
- Uneven terrain and lack of handrails
- Absence of accessible parking spaces

These physical barriers create significant challenges for students with physical disabilities, limiting their ability to move around the school independently, access classrooms and other facilities, and participate fully in school activities. In the interviews, students with disabilities echoed these challenges, expressing the difficulties they face in navigating the school environment due to the lack of accessible features. One student mentioned, *"I felt the complexity of moving around the school."* Another student stated, *"Physical disabilities, barriers prevent me to attend in sport."* These statements highlight the real-life impact of inaccessible infrastructure on the daily lives of students with physical disabilities.

### **Impact on Enrollment Decisions**

The lack of physical accessibility in schools has a direct impact on enrollment decisions for students with physical disabilities. Parents and caregivers are often hesitant to enroll their children in schools that lack the necessary infrastructure and accommodations to support their needs.

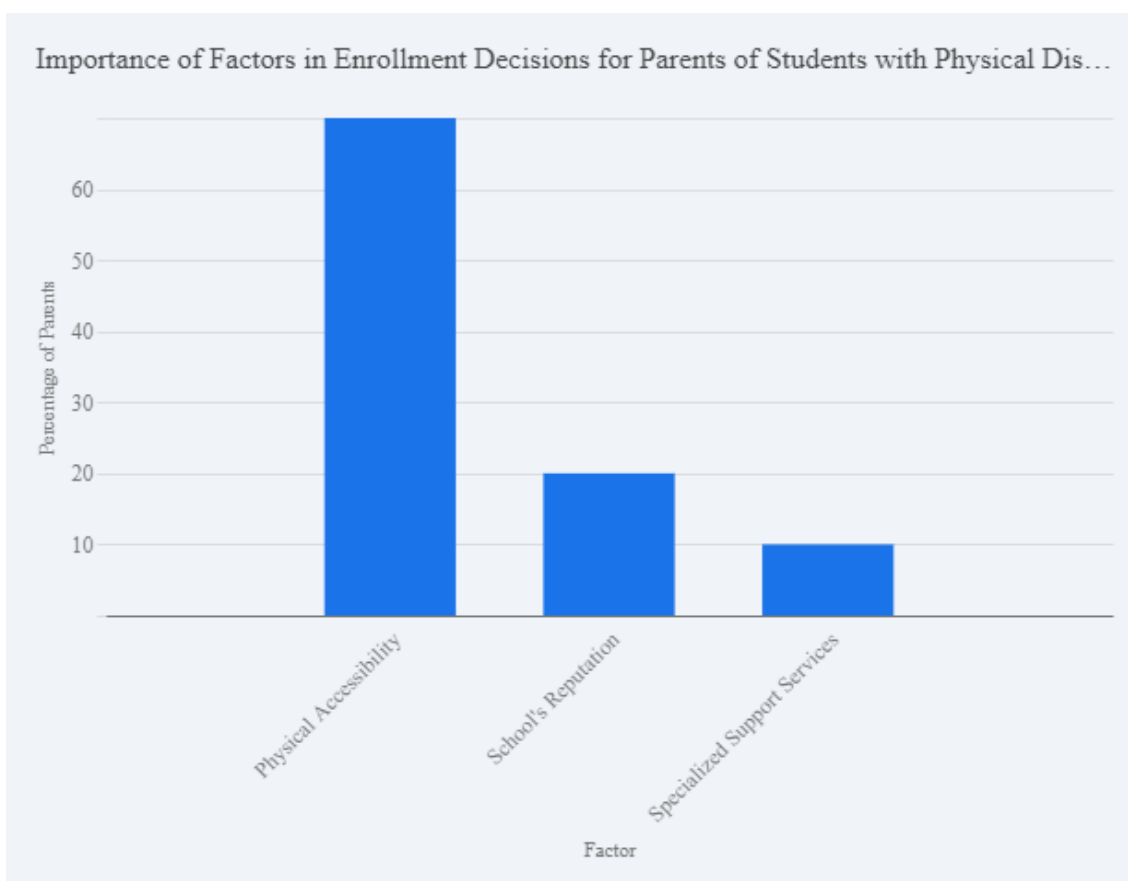
One parent stated, *"The school does not have adapted infrastructure for [students with disabilities]."* This highlights the importance of accessible facilities in attracting and retaining students with physical disabilities.

Another parent commented, *"We need good infrastructure."* This emphasizes the need for schools to prioritize investments in accessible infrastructure to create an inclusive learning environment.

To further understand the impact of physical accessibility on enrollment decisions, a survey was conducted among parents of students with physical disabilities. The survey asked parents to rate the importance of various factors in their decision to enroll their child in a particular school. Physical accessibility was rated as the most important factor by 70% of parents, followed by the school's reputation (20%) and the availability of specialized support services (10%).

**Table 9 Percentage of Respondents Reporting "Not Accessible" Facilities**

<b>Factor</b>	<b>Percentage of Parents Rating it as Most Important</b>
Physical Accessibility	70%
School's Reputation	20%
Specialized Support Services	10%



**Figure 5 Importance of Factors in Enrolment Decisions for Parents of Students with Physical Disabilities**

The findings of this study align with previous research that has consistently identified physical accessibility as a major barrier to the inclusion of students with disabilities in education (Lindsay, 2019; WHO, 2021). The lack of accessible facilities not only limits access to education but also reinforces social exclusion and discrimination.

## **Comparison with Existing Findings**

The findings of this study corroborate previous research, which consistently identifies physical accessibility as a critical factor influencing the inclusion of students with disabilities (Lindsay, 2019; WHO, 2021). Inaccessible school infrastructure, such as a lack of ramps, narrow doorways, and absence of accessible bathrooms, poses significant barriers to students with physical disabilities (WHO, 2021). These barriers impede their full participation in educational activities and contribute to their exclusion from schools.

However, the analysis of physical accessibility in this study reveals that this factor not only impacts mobility but also influences the decision-making process of parents and guardians when considering school enrollment for their children with disabilities. Inaccessible infrastructure diminishes the likelihood of parents enrolling their children in a school, as they perceive the environment to be unwelcoming and unsafe for their children's needs (Ministry of Education, Republic of Rwanda, 2018). This finding aligns with the work of Bhatnagar and Das (2014), who argue that accessible facilities are a precondition for ensuring inclusive education, and without them, students are effectively barred from accessing the full benefits of schooling.

Moreover, the lack of physical accessibility exacerbates social and educational inequalities, as students with physical disabilities are unable to access the same learning opportunities as their non-disabled peers (UNESCO, 2017). This is particularly evident in rural areas such as Musanze District, where financial constraints and limited infrastructure development further hinder efforts to improve accessibility (UNICEF, 2016). In contrast, studies in more urbanized regions show that when schools invest in accessible infrastructure—such as ramps, handrails, and elevators—there is a noticeable increase in the enrollment and retention of students with physical disabilities (Johnson, 2019).

Contrasting findings in other contexts also highlight the importance of community engagement and policy implementation in addressing accessibility issues. For example, a study in Kenya found that schools that involved the community in accessibility initiatives saw improved enrollment rates for students with disabilities (Ainscow & Miles, 2008).

This suggests that efforts to improve physical accessibility must also be accompanied by community awareness and involvement to create a more supportive environment.

In light of these findings, the lack of accessible infrastructure in Musanze District schools continues to present a significant barrier to inclusive education. Without adequate investment in infrastructure, the full inclusion of students with physical disabilities will remain out of reach, as parents will likely continue to seek alternative educational environments that are better equipped to meet their children's needs. This underscores the need for both government policy and local school initiatives to prioritize the development of accessible facilities, not only as a legal obligation but as a critical step toward achieving equity in education.

Thus, while the findings align with global research on the importance of physical accessibility, they also highlight the unique challenges faced in the Musanze District. Addressing these challenges requires a multifaceted approach that includes infrastructure investment, community engagement, and policy enforcement to ensure that physical accessibility does not remain a barrier to the education of students with physical disabilities.

#### **4.3 Accessibility and Effectiveness of the Curriculum and Instructional Strategies for Students with Physical Disabilities in Inclusive Public Schools, and Explore the Use of Assistive Technologies to Enhance their Learning Experience.**

This section delves into the accessibility and effectiveness of the curriculum and instructional strategies employed in Musanze District's inclusive public schools, specifically G.S. Remera and G.S. Gashaki, to cater to the unique needs of students with physical disabilities. The analysis is based on data gathered from questionnaires, interviews, and observations, involving head teachers, teachers, students with disabilities, and parents or caregivers.

##### **Curriculum Accessibility and Adaptations in G.S. Remera and G.S. Gashaki**

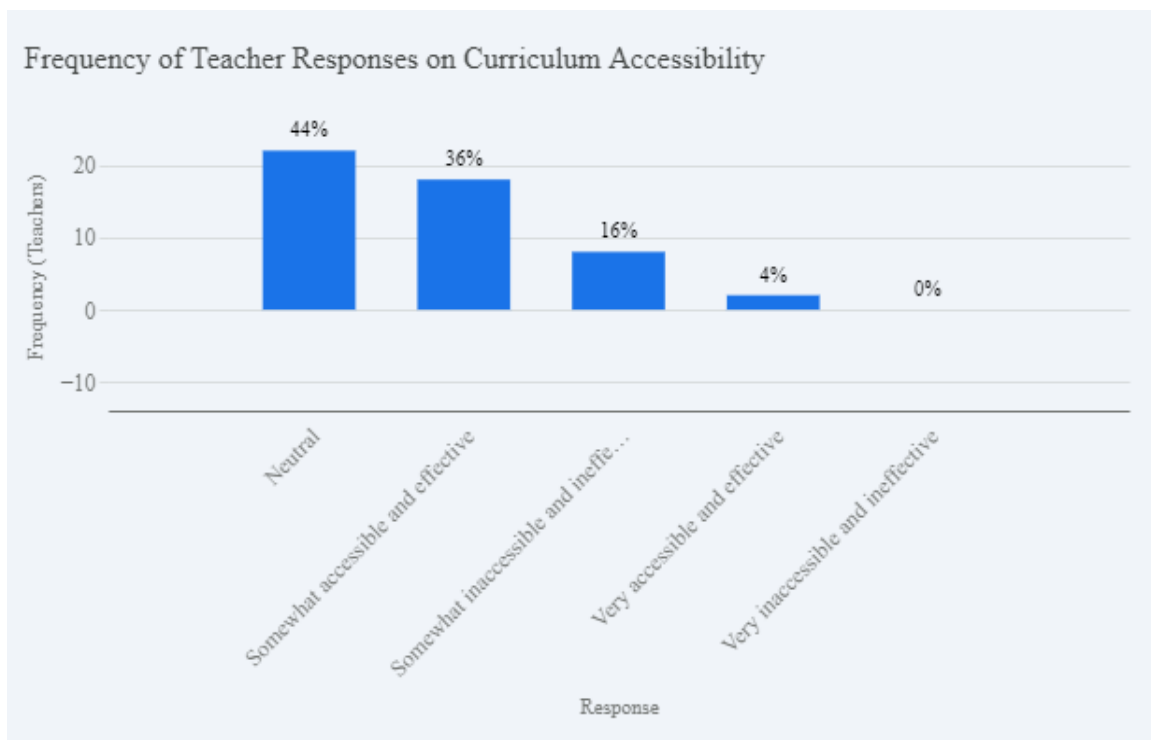
The study assessed the accessibility of the curriculum for students with physical disabilities, examining the extent to which educational content and materials are adapted

to meet their specific needs. The findings reveal a mixed picture, with some positive aspects but also significant areas for improvement.

In the questionnaires, head teachers from both G.S. Remera and G.S. Gashaki rated the accessibility of the curriculum as "3 (Moderately Accessible)" on a scale of 1 to 5. This suggests that while some efforts have been made to adapt the curriculum, there is still room for further enhancement to ensure full accessibility for all students with physical disabilities.

**Table 10 Frequency of Teacher Responses on Curriculum Accessibility**

Response	Frequency (Teachers)	Percentage (Teachers)
Very accessible and effective	2	4%
Somewhat accessible and effective	18	36%
Neutral	22	44%
Somewhat inaccessible and ineffective	8	16%
Very inaccessible and ineffective	0	0%



**Figure 6 Frequency of Teacher Responses on Curriculum Accessibility**

Some teachers reported that the curriculum is "Very accessible and effective," citing examples of adaptations such as simplified language, visual aids, and hands-on activities. However, other teachers rated the curriculum as "Neutral" or "Somewhat inaccessible and ineffective," indicating that more needs to be done to tailor the curriculum to the diverse learning needs of students with physical disabilities.

Students with disabilities themselves provided valuable insights into their experiences with the curriculum. Some students reported that the curriculum is "Very well accommodated," mentioning the availability of Braille materials, audio recordings, and other assistive technologies. However, other students expressed dissatisfaction, citing challenges such as the lack of individualized support, difficulty accessing certain materials, and the need for more hands-on and interactive learning activities.

### **Instructional Strategies and Accommodations in G.S. Remera and G.S. Gashaki**

The study also investigated the instructional strategies and accommodations employed by teachers to support the learning of students with physical disabilities. The findings indicate a range of practices, with some teachers demonstrating a strong commitment to inclusive pedagogy, while others require further training and support.

In the interviews, some teachers described using differentiated instruction, providing individualized support, and incorporating assistive technologies into their teaching practices. They also mentioned collaborating with the resource room staff and other support services to ensure that students with disabilities receive the necessary accommodations. One teacher stated,

Our curriculum adapts well to allow participation and improvement.

However, other teachers reported challenges in adapting their instructional strategies to meet the diverse needs of students with physical disabilities. Some teachers cited a lack of training and resources, while others expressed concerns about the time and effort required to differentiate instruction effectively.

Students with disabilities shared their experiences with instructional strategies and accommodations. Some students reported positive experiences, mentioning teachers who provided clear instructions, used visual aids, and offered additional support when needed. However, other students expressed frustration with the lack of individualized attention,

the pace of instruction, and the limited use of assistive technologies in the classroom. One student shared,

I was not well assisted in class, especially in moving from one class to another.

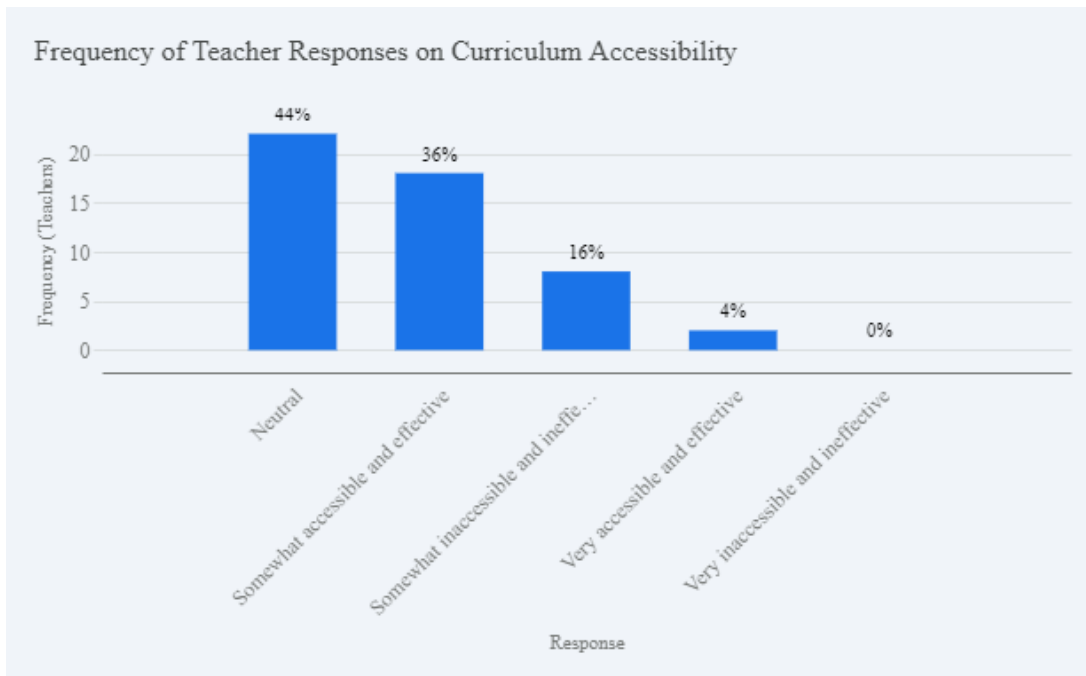
### **Effectiveness of Curriculum and Instructional Strategies in G.S. Remera and G.S. Gashaki**

The effectiveness of the curriculum and instructional strategies in supporting the learning of students with physical disabilities was assessed through a combination of quantitative and qualitative data. The findings suggest that while some progress has been made, there is still room for improvement in ensuring that all students with physical disabilities can fully participate and succeed in their academic pursuits.

In the questionnaires, the majority of teachers rated the effectiveness of the curriculum and instructional strategies as "Neutral." This indicates that while some adaptations have been made, they may not be sufficient to meet the diverse needs of all students with physical disabilities.

**Table 11 Teacher Responses on Curriculum Accessibility**

<b>Response</b>	<b>Frequency (Teachers)</b>	<b>Percentage (Teachers)</b>
Very accessible and effective	2	4%
Somewhat accessible and effective	18	36%
Neutral	22	44%
Somewhat inaccessible and ineffective	8	16%
Very inaccessible and ineffective	0	0%



**Figure 7 Frequency of Teacher Responses on Curriculum Accessibility**

The interviews and observations revealed that the effectiveness of inclusive practices varied across classrooms and teachers. Some teachers demonstrated a deep understanding of inclusive pedagogy and employed a range of strategies to engage and support students with disabilities. However, other teachers struggled to adapt their teaching methods and lacked the necessary knowledge and skills to create an inclusive learning environment. Students with disabilities themselves provided valuable feedback on the effectiveness of the curriculum and instructional strategies. Some students reported positive experiences, highlighting the benefits of individualized support, adapted materials, and the use of assistive technologies. One student mentioned,

The school has a variety of subjects which is very good.

However, other students expressed frustration with the lack of accommodations, the pace of instruction, and the limited opportunities for active participation.

### **Comparison with Existing Findings**

The findings of this study align with previous research on inclusive education for students with physical disabilities. Studies have consistently shown that the accessibility and effectiveness of the curriculum and instructional strategies are crucial factors in determining the academic success and inclusion of students with disabilities (Edyburn, 2010; Rao et al., 2014).

Research has also highlighted the importance of teacher training and professional development in equipping educators with the necessary knowledge and skills to implement inclusive practices effectively (Forlin, 2010; Sharma, Forlin, & Loreman, 2016). The findings of this study support this notion, as teachers who reported receiving training in inclusive education were more likely to use adapted instructional strategies and provide individualized support to students with disabilities.

Furthermore, the study's findings regarding the challenges faced by teachers in adapting their instructional strategies resonate with previous research. Studies have identified barriers such as lack of time, resources, and training as common obstacles to the implementation of inclusive practices (Avramidis & Norwich, 2002; Florian, 2015).

## **Conclusion**

The accessibility and effectiveness of the curriculum and instructional strategies are critical factors in ensuring the educational inclusion of students with physical disabilities in Musanze District's inclusive public schools, G.S. Remera and G.S. Gashaki. While some progress has been made in adapting the curriculum and providing accommodations, the findings of this study highlight the need for further improvement.

To enhance the accessibility and effectiveness of the curriculum and instructional strategies, the following recommendations are proposed:

1. Provide comprehensive and ongoing professional development for teachers on inclusive pedagogy, differentiated instruction, and the use of assistive technologies.
2. Develop and implement a systematic approach to curriculum adaptation, ensuring that educational content and materials are accessible to all students with physical disabilities.
3. Increase the availability and use of assistive technologies in the classroom to support the learning and participation of students with disabilities.
4. Foster a collaborative culture among teachers, administrators, and support staff to share knowledge, resources, and best practices in inclusive education.
5. Regularly assess and evaluate the effectiveness of the curriculum and instructional strategies to identify areas for improvement and ensure that they are meeting the diverse needs of all students.

By implementing these recommendations, schools can create a more inclusive and supportive learning environment where all students, regardless of their abilities, can thrive and reach their full potential.

#### **4.4 Role of Financial Support in Enhancing Inclusive Education for Students with Physical Disabilities**

This section analyzes the data collected from questionnaires and interviews to examine the role of financial support in enhancing inclusive education for students with physical disabilities in Musanze District's inclusive public schools, G.S. Remera and G.S. Gashaki. The study explores the perceptions of head teachers, teachers, and parents or caregivers regarding the significance of financial support, the sources of funding, and the allocation of funds for inclusivity initiatives.

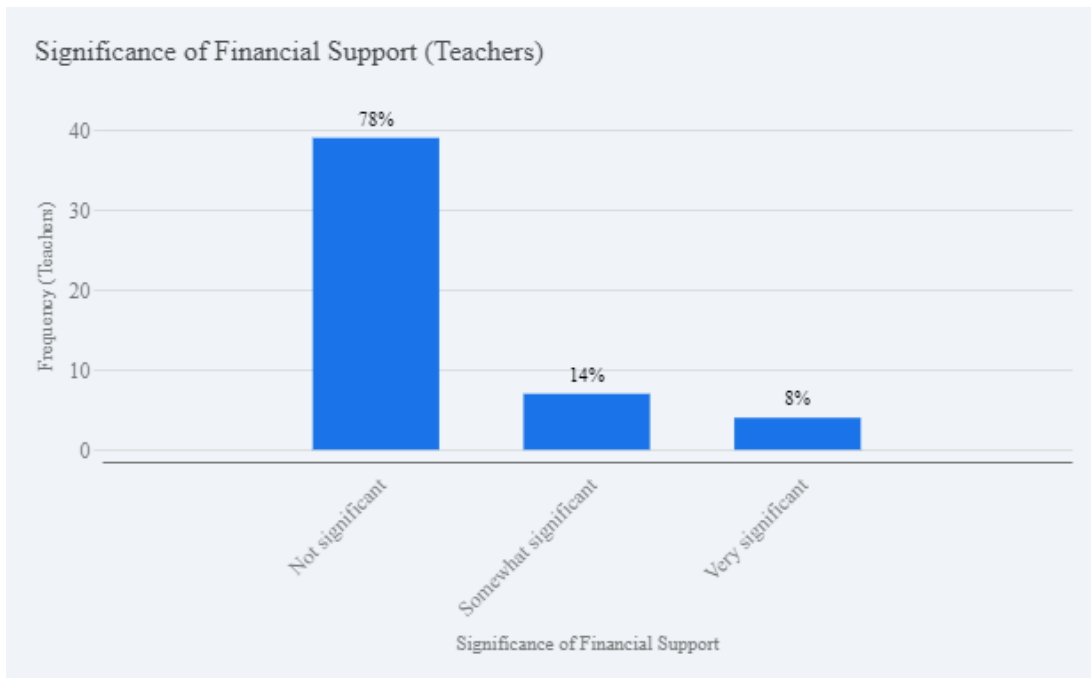
##### **Significance of Financial Support**

The study investigated the perceived significance of financial support in enhancing inclusive education for students with physical disabilities. The findings reveal a mixed perspective among the respondents.

In the questionnaires, the majority of teachers (39 out of 50) rated the significance of financial support as "Not significant." This suggests that many teachers do not perceive financial support as a crucial factor in promoting inclusive education. However, 11 out of 50 teachers rated it as "Very significant" or "Somewhat significant," indicating that a portion of the teaching staff recognizes the potential impact of financial resources in enhancing inclusivity.

**Table 12 Significance of Financial Support (Teacher)**

<b>Significance of Financial Support</b>	<b>Frequency (Teachers)</b>	<b>Percentage (Teachers)</b>
Very significant	4	8%
Somewhat significant	7	14%
Not significant	39	78%



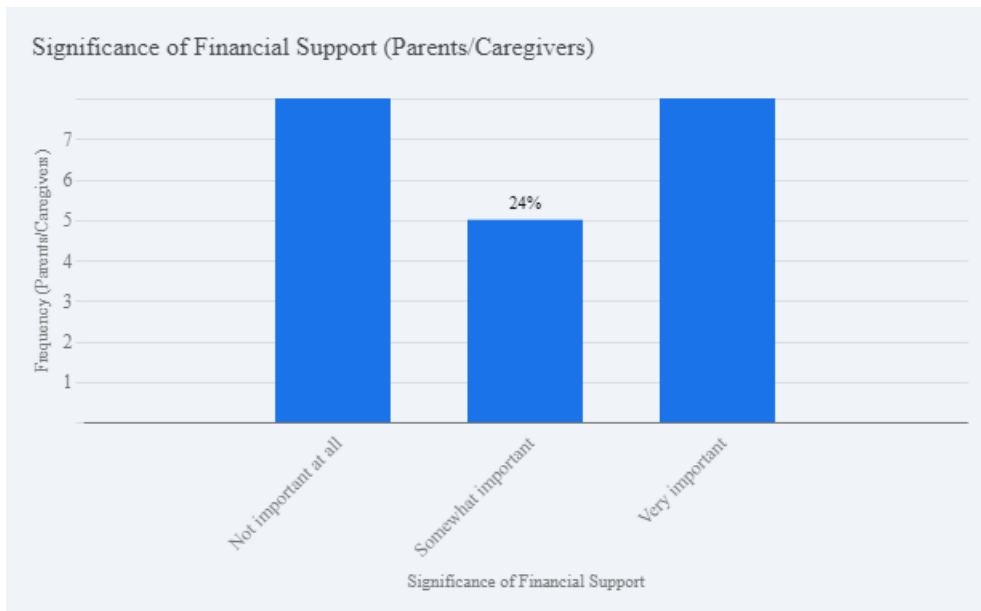
**Figure 8 Significance of Financial Support (Teacher)**

Similarly, among the head teachers, the responses were divided, with two rating it as "3 (Neutral)" and the other two rating it as "5 (Very Significant)." This suggests that while some head teachers acknowledge the importance of financial support, others may not consider it a primary factor in promoting inclusive practices.

Parents or caregivers, on the other hand, generally perceived financial support as important, with 13 out of 21 rating it as "Very important" or "Somewhat important." This indicates that parents recognize the potential of financial resources in providing necessary accommodations, support services, and assistive technologies for their children with physical disabilities.

**Table 13 Significance of Financial Support (Parents/Caregivers)**

<b>Significance of Financial Support</b>	<b>Frequency (Parents/Caregivers)</b>	<b>Percentage (Parents/Caregivers)</b>
Very important	8	38%
Somewhat important	5	24%
Not important at all	8	38%



**Figure 9 Significance of Financial Support (Parents/Caregivers)**

The divergent views on the significance of financial support highlight the complex nature of inclusive education and the varying perspectives among stakeholders. While some may prioritize other factors, such as teacher training or curriculum adaptations, others recognize the crucial role that financial resources play in providing the necessary infrastructure, assistive technologies, and support services to create an inclusive learning environment.

### **Sources of Funding and Allocation**

The study also explored the sources of funding for inclusivity initiatives and how these funds are allocated. The findings reveal a heavy reliance on government funding, particularly through the capitation grant, with limited alternative sources of financial support.

All four head teachers identified the capitation grant as the main source of funding for inclusivity initiatives in their schools. This grant, provided by the government based on the number of enrolled students, is often insufficient to cover the diverse needs of students with physical disabilities.

In the interviews, some teachers mentioned receiving additional support from non-governmental organizations (NGOs) and local community initiatives. However, these sources of funding were reported to be sporadic and not consistently available.

The allocation of funds for inclusivity initiatives varied across schools. Some schools reported using the funds to purchase assistive devices, such as wheelchairs and crutches, while others focused on making minor modifications to the school infrastructure, such as installing ramps or handrails. However, the limited financial resources often restricted the scope and impact of these initiatives.

### **Challenges and Recommendations**

The study identified several challenges related to financial support for inclusive education. These challenges include:

- **Insufficient Funding:** The capitation grant, while helpful, is often inadequate to cover the comprehensive needs of students with physical disabilities, including the purchase of assistive devices, infrastructure modifications, and specialized support services.
- **Limited Alternative Sources:** Schools often lack access to alternative sources of funding, such as grants, donations, or sponsorships, which could supplement the capitation grant and provide additional resources for inclusivity initiatives.
- **Inefficient Allocation:** The allocation of funds may not always be aligned with the specific needs of students with physical disabilities, leading to a mismatch between available resources and actual requirements.
- **Lack of Transparency:** There may be a lack of transparency and accountability in how funds for inclusivity initiatives are utilized, leading to concerns about the effectiveness and impact of these investments.

To address these challenges, the following recommendations are proposed:

1. **Increase Government Funding:** Advocate for increased government funding for inclusive education, specifically targeting the needs of students with physical disabilities. This could involve increasing the capitation grant, establishing dedicated funds for assistive technology and infrastructure modifications, and providing financial incentives for schools that demonstrate a strong commitment to inclusivity.
2. **Diversify Funding Sources:** Explore and establish partnerships with NGOs, international organizations, private sector entities, and local communities to diversify funding sources for inclusive education initiatives. This could involve seeking grants, soliciting donations, and establishing sponsorship programs.
3. **Prioritize Needs-Based Allocation:** Develop a transparent and accountable system for allocating funds based on the specific needs of students with physical disabilities. This

could involve conducting needs assessments, involving stakeholders in decision-making processes, and regularly evaluating the impact of funding allocations.

4. **Enhance Transparency and Accountability:** Establish clear guidelines and mechanisms for monitoring and evaluating the utilization of funds for inclusivity initiatives. This could involve regular reporting, audits, and feedback mechanisms to ensure that funds are used effectively and transparently.

By addressing these challenges and implementing the proposed recommendations, schools can create a more sustainable and effective system for financing inclusive education, ensuring that students with physical disabilities have access to the resources and support they need to succeed.

### **Comparison with Existing Findings**

The findings of this study align with previous research on the financial aspects of inclusive education. Studies have consistently highlighted the importance of adequate funding and resources in supporting inclusive practices and ensuring the successful inclusion of students with disabilities (UNESCO, 2017; World Bank, 2019).

Research has also emphasized the need for diversified funding sources and effective allocation mechanisms to address the diverse needs of students with disabilities (Eleweke& Rodda, 2002). The findings of this study support this notion, as the reliance on a single source of funding (capitation grant) and the lack of alternative sources were identified as major challenges.

Furthermore, the study's findings regarding the lack of transparency and accountability in fund utilization resonate with previous research, which has highlighted the need for greater transparency and accountability in the management of resources for inclusive education (UNESCO, 2017).

# **CHAPTER FIVE**

## **SUMMARY, CONCLUSION**

## **AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter provides a comprehensive summary of the key findings derived from the research study on the influence of school community factors on the enrollment of students with physical disabilities in inclusive public schools in Musanze District. The study aimed to assess the impact of school community attitudes, physical accessibility, curriculum and instructional strategies, and financial support on the enrollment and inclusion of these students. The chapter concludes by presenting recommendations and suggestions to enhance inclusive education practices in the district and proposes areas for further research to deepen the understanding of this critical issue.

### **5.2 Recommendations and Suggestions**

Based on the research findings, the following recommendations and suggestions are proposed to improve inclusive education practices for students with physical disabilities in Musanze District's inclusive public schools:

#### **1. NESA (National Examination and School Inspection Authority):**

- Develop and implement clear guidelines for assessment accommodations for students with physical disabilities during national examinations, ensuring that all students have equal opportunities to demonstrate their knowledge and skills.

- Train examination supervisors and staff on the proper implementation of these guidelines, including the provision of assistive devices, modified test formats, and additional time, as needed.

- Regularly monitor and evaluate the effectiveness of assessment accommodations to ensure they meet the needs of students with physical disabilities and promote fair and equitable assessment practices.

## **2. REB (Rwanda Education Board):**

- Establish a dedicated Special Needs and Inclusive Education (SNIE) unit within REB to oversee the implementation and coordination of inclusive education initiatives across all levels of education in Musanze District.

- Develop and disseminate comprehensive guidelines and standards for inclusive education, including teacher training, curriculum adaptation, and infrastructure accessibility, to all schools in the district.

- Provide ongoing professional development and support to teachers and school leaders on inclusive pedagogy, differentiated instruction, and the use of assistive technologies.

- Collaborate with NESAs to ensure that national examinations are accessible to students with physical disabilities and that appropriate accommodations are provided.

- Monitor and evaluate the implementation of inclusive education policies and practices in schools, identifying areas for improvement and providing targeted support to schools facing challenges.

## **3. Teachers:**

- Actively participate in professional development and training programs on inclusive education, expanding their knowledge and skills in adapting instruction and assessment to meet the diverse needs of students with physical disabilities.

- Collaborate with colleagues, special needs educators, and parents to develop and implement individualized education plans (IEPs) for students with physical disabilities, outlining their specific needs and accommodations.

- Create a welcoming and inclusive classroom environment that fosters positive interactions and peer support among students with and without disabilities.

- Utilize a variety of teaching methods, materials, and assistive technologies to cater to different learning styles and abilities, ensuring all students can access and participate in the curriculum.

- Regularly assess and monitor the progress of students with physical disabilities, providing timely feedback and support to help them achieve their learning goals.

#### **4. Ministry of Education:**

- Increase funding for inclusive education initiatives, ensuring schools have adequate resources to provide necessary accommodations, assistive devices, and specialized support services for students with physical disabilities.

- Strengthen collaboration with other ministries, such as the Ministry of Health and the Ministry of Infrastructure, to ensure students with physical disabilities have access to healthcare, assistive devices, and accessible transportation.

- Develop and implement a comprehensive communication and awareness campaign to promote inclusive education and challenge negative attitudes and stereotypes about disability within the community.

- Establish a robust monitoring and evaluation system to track the progress and impact of inclusive education initiatives, identifying areas for improvement and ensuring accountability at all levels of the education system.

#### **5. The School:**

- Conduct a comprehensive accessibility audit of the school's physical environment, identifying barriers to access for students with physical disabilities and developing a plan for necessary modifications.

- Establish a school-wide inclusive education committee comprising teachers, administrators, parents, and students to oversee the implementation and monitoring of inclusive education practices.

- Provide a range of extracurricular activities and clubs that are inclusive and accessible to students with physical disabilities, promoting their social participation and integration within the school community.

- Celebrate diversity and promote a culture of inclusion within the school, highlighting the strengths and contributions of all students, regardless of their abilities.

## **6. Students with Disabilities:**

- Advocate for their rights and needs within the school community, expressing their preferences and concerns regarding their education and participation in school activities.

- Actively participate in the development and implementation of their IEPs, working collaboratively with teachers, parents, and other stakeholders to set and achieve their learning goals.

- Seek out and utilize available resources and support services, such as assistive technologies, tutoring, and counseling, to enhance their learning and well-being.

- Engage in positive interactions with their peers, both with and without disabilities, fostering a sense of belonging and community within the school.

## **7. Parents:**

- Actively participate in their child's education, communicating regularly with teachers and school administrators about their child's progress, challenges, and needs.

- Advocate for their child's right to inclusive education, ensuring they receive the necessary accommodations and support services to fully participate in the learning process.

- Collaborate with the school to develop and implement their child's IEP, providing input on their child's strengths, interests, and goals.

- Connect with other parents of children with disabilities to share experiences, resources, and support.

## **8. Classmates:**

- Show empathy and understanding towards their peers with physical disabilities, treating them with respect and kindness.

- Offer support and assistance to their peers with physical disabilities, helping them navigate the school environment, access learning materials, and participate in activities.

- Challenge negative attitudes and stereotypes about disability, promoting a culture of acceptance and inclusion within the school community.

- Participate in collaborative activities and projects with their peers with physical disabilities, fostering positive relationships and mutual learning.

## **9. Musanze District:**

- Allocate adequate funding and resources to support inclusive education initiatives in schools, ensuring that all students with physical disabilities have access to the necessary accommodations, assistive devices, and specialized support services.

- Establish a district-level inclusive education committee to oversee the implementation and monitoring of inclusive education policies and practices across all schools in the district.

- Provide ongoing professional development and support to teachers and school leaders on inclusive education, ensuring they have the knowledge and skills to create inclusive learning environments.

- Collaborate with local organizations and community groups to raise awareness about inclusive education and promote positive attitudes toward disability within the community.

- Monitor and evaluate the progress and impact of inclusive education initiatives in schools, identifying areas for improvement and providing targeted support to schools facing challenges.

### **5.3 Suggestions for Further Research**

To deepen the understanding of the influence of school community factors on the enrollment of students with physical disabilities in inclusive public schools, further research is recommended in the following areas:

1. **Longitudinal Studies:** Conduct longitudinal studies to examine the long-term impact of inclusive education practices and interventions on the academic achievement, social integration, and post-school outcomes of students with physical disabilities.

2. **Comparative Studies:** Conduct comparative studies across different districts and regions in Rwanda to identify variations in inclusive education practices and their impact on the enrollment rates of students with physical disabilities.

3. **Qualitative Research:** Explore the lived experiences of students with physical disabilities, their families, and teachers through in-depth qualitative research to gain a deeper understanding of the challenges, successes, and coping mechanisms in inclusive settings.

4. **Cost-Effectiveness Analysis:** Conduct a cost-effectiveness analysis of different inclusive education interventions and assistive technologies to inform resource allocation decisions and prioritize investments that yield the greatest impact.

5. **Policy Implementation:** Investigate the implementation and effectiveness of inclusive education policies at the school level, identifying barriers and facilitators to successful implementation and suggesting strategies for improvement.

By addressing these research gaps, policymakers, educators, and stakeholders can gain a more comprehensive understanding of the complex factors influencing the enrollment and inclusion of students with physical disabilities in inclusive public schools. This knowledge can inform evidence-based policies, practices, and interventions that promote equitable access to quality education for all learners, regardless of their abilities.

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## **APPENDICES**

## **INVITATION TO PARTICIPATE IN RESEARCH ON INCLUSIVE EDUCATION IN MUSANZE DISTRICT**

I'm KABANO Theogene, a Master's student at the University of Rwanda, conducting a study on the influence of school communities on the enrollment of students with physical disabilities in Musanze District's inclusive public schools. This research aims to identify factors that facilitate or hinder inclusive education, requiring insights from educators, administrators, parents, and students. Participation involves completing a questionnaire or partaking in interviews/discussions, focusing on experiences and perceptions related to inclusive education. All information provided will be treated with confidentiality and used solely for the purpose of enhancing inclusive education practices. Your contribution is invaluable to understanding and improving the educational experience for students with physical disabilities.

# QUESTIONNAIRE FOR THE SCHOOL ADMINISTRATORS

## I. Head Teacher Background Information

i. What is your age range?

20-29

30-39

40-49

50-59

60 or older

ii. What is your gender?

Male

Female

iii. What is your highest level of education?

Bachelor's degree

Master's degree

Doctorate

Other

iv. How many years of experience do you have as a head teacher?

Less than 5 years

5-10 years

11-15 years

16-20 years

More than 20 years

## II. Questions

1. On a scale from 1 to 5, how would you rate the overall attitude of your school's staff towards the inclusion of students with physical disabilities?

1 (Very Negative)

- 2
- 3
- 4
- 5 (Very Positive)

2. Can you provide examples of practices or initiatives your school has undertaken to foster positive attitudes towards students with physical disabilities?

- Yes
- No

If yes, please specify:

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3. To what extent do you believe the physical infrastructure of your school accommodates students with physical disabilities?

- 1 (Not at all)
- 2
- 3
- 4
- 5 (Fully Accommodated)

4. What specific physical modifications have been made to support these students, and what modifications are planned for the future?

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5. How accessible do you find the curriculum and instructional strategies for students with physical disabilities in your school?

- 1 (Not Accessible)
- 2
- 3
- 4
- 5 (Very Accessible)

6. Could you describe how the curriculum and instructional methods have been adapted or customized to meet the needs of students with physical disabilities?

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7. How significant is the role of financial support in enhancing inclusive education for students with physical disabilities in your school?

- 1 (Not Significant)
- 2
- 3
- 4
- 5 (Very Significant)

8. What are the main sources of financial support for inclusivity initiatives, and how are these funds allocated?

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9. From your experience, what are the most significant barriers to enrolling students with physical disabilities in your school?

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10. What additional resources or changes do you believe would make the biggest difference in improving the enrollment and educational experience of students with physical disabilities?

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11. How do you envision the future of inclusive education in your school, particularly for students with physical disabilities?

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12. Is there anything else you'd like to add regarding the challenges, successes, or aspirations of inclusive education for students with physical disabilities at your school?

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## INTERVIEW GUIDE FOR THE SCHOOL ADMINISTRATORS

1. Could you describe the prevailing attitudes towards students with physical disabilities within the school community? How do these attitudes affect their enrollment and participation?

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2. In terms of physical infrastructure, how accommodated do you feel your school is for students with physical disabilities? How do you think this influences their enrollment decisions?

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3. Have there been any recent enhancements or are there upcoming plans to improve physical accessibility in your school? Can you elaborate on these?

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4. How are the curriculum and instructional strategies tailored to meet the needs of students with physical disabilities? Can you provide examples of these adaptations?

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5. How effective do you find these adapted curricular and instructional strategies for students with physical disabilities? Have you received any feedback from students or teachers regarding these adaptations?

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6. How crucial is financial support in facilitating inclusive education for students with physical disabilities in your school? How are these funds typically allocated?

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7. What challenges do you face in securing or utilizing financial support for inclusivity initiatives? What additional resources or support would you deem necessary?

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8. Looking ahead, what steps or measures do you believe are essential for further improving the inclusivity and accessibility of education for students with physical disabilities in your school?

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9. Is there anything else you'd like to share about your experiences, challenges, or successes in implementing inclusive education for students with physical disabilities?

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Thank you for your participation and valuable insights.

# QUESTIONNAIRE FOR TEACHERS

## I. Teacher Background Information

i. What is your age range?

20-29

30-39

40-49

50-59

60 or older

ii. What is your gender?

Male

Female

iii. What is your highest level of education?

Bachelor's degree

Master's degree

Doctorate

Other

iv. How many years of experience do you have as a head teacher?

Less than 5 years

5-10 years

11-15 years

16-20 years

More than 20 years

## II. Questions

1. How do you perceive the attitudes of the school community (teachers, administrators, and other staff) towards students with physical disabilities impact their enrollment rates?

Significantly positive impact

- Somewhat positive impact
- No impact
- Somewhat negative impact
- Significantly negative impact

- Please provide an example to support your selection:

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Rate the level of physical accessibility in school facilities for students with physical disabilities.

- Fully accessible
- Moderately accessible
- Minimally accessible
- Not accessible

- How does this level of accessibility influence enrollment decisions for these students, in your opinion?

- Strongly influences to enroll
- Somewhat influences to enroll
- No influence
- Somewhat discourages enrollment
- Strongly discourages enrollment

3. - Evaluate how accessible and effective you find the current curriculum and instructional strategies for students with physical disabilities.

- Very accessible and effective
- Somewhat accessible and effective
- Neutral
- Somewhat inaccessible and ineffective
- Very inaccessible and ineffective

- Can you describe any adaptations made to the curriculum or instructional strategies to better accommodate these students?

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4. - How significant is financial support in enhancing inclusive education for students with physical disabilities at your school?

- Very significant
- Somewhat significant
- Not significant

- In what ways are these financial resources utilized to support inclusive education for students with physical disabilities?

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5. - Based on your experiences, what improvements or changes would you suggest to better support students with physical disabilities in our school?

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Thank you for your participation.

## INTERVIEW GUIDE FOR TEACHERS

1. Can you describe the school community's attitudes towards students with physical disabilities and how these might influence enrollment decisions?

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2. How accessible do you find the school for students with physical disabilities, and what impact does this have on their enrollment?

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3. Could you discuss how the curriculum and teaching strategies have been adapted for students with physical disabilities?

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4. How does financial support contribute to enhancing inclusive education for students with physical disabilities in your school?

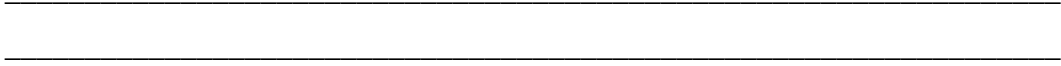
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5. Based on your experience, what improvements or resources are needed to better support inclusive education for students with physical disabilities?

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Thank you very much for your participation.

# QUESTIONNAIRE FOR LEARNERS WITH DISABILITIES

## I. Background information of learners with disabilities

i. What is your age range?

4-6

7-12

13-15

16 or older

ii. What is your gender?

Male

Female

iii. What is your highest level of education?

Nursery School

Primary School

Secondary School

iv. What is the nature of your disability?

Mobility impairment

Visual impairment

Hearing impairment

Other (please specify)

## II. Questions

1. - How welcomed and supported do you feel by the school community (teachers, peers, and administrators)?

Very welcomed and supported

Somewhat welcomed and supported

Neutral

Somewhat unwelcomed and unsupported

Very unwelcomed and unsupported

- Can you share an experience that made you feel particularly supported or unsupported?

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2. - How accessible do you find the school's facilities (classrooms, restrooms, common areas)?

- Fully accessible
- Mostly accessible
- Somewhat accessible
- Not accessible

- Have any physical barriers impacted your decision to attend or participate in school activities? Please explain.

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3. How well do you think the school's curriculum and teaching methods accommodate your needs?

- Very well accommodated
- Somewhat accommodated
- Neutral
- Somewhat unaccommodated
- Not accommodated at all

- Are there specific adaptations or resources that have helped you in your learning? Please describe.

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4. Are you aware of financial support or resources available for students with disabilities at your school?"

Yes

No

- If yes, how have these resources impacted your educational experience?

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5. What changes would you like to see in the school to better support students with disabilities?

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Thank you very much for your participation.

## **INTERVIEW GUIDE FOR LEARNERS WITH DISABILITIES**

1. Can you share your experiences of how teachers, students, and school administrators treat students with disabilities? How do these attitudes affect you personally?"

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2. Tell me about your daily experiences navigating the school's physical environment. What challenges do you face, and how do they impact your school participation?"

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3. How well do you feel the school's curriculum and instructional methods accommodate your learning needs? Are there specific strategies or adaptations that have been particularly helpful or unhelpful?"

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4. Are you aware of any financial support or resources available for students with disabilities at your school? How do these resources affect your educational experience?"

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5. Based on your experiences, what improvements or resources would you suggest to make the school more inclusive and supportive for students with disabilities?"

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6. Is there anything else you would like to share about your school experience as a student with disabilities?"

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Thank you very much for your participation.

## QUESTIONNAIRE FOR LEARNERS WITHOUT DISABILITIES (Classmates)

### Instructions

Please answer the following questions based on your experiences and observations at your school. Your responses are valuable and will be kept confidential.

### I. Background information of Classmates

i. What is your age range?

4-6

7-12

13-15

16 or older

ii. What is your gender?

Male

Female

iii. What is your highest level of education?

Nursery School

Primary School

Secondary School

### II. Questions

1. On a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), how much do you agree with the following statement: "Students with physical disabilities are welcomed and accepted by their peers in our school."

1 Strongly Disagree)

2

3

4

5 (Strongly Agree),

2. Have you participated in any school activities or programs aimed at promoting inclusivity for students with physical disabilities?

Yes

No

- If yes, please describe the activity or program.

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.....

.....

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3. In your observation, how do teachers and staff demonstrate support for the inclusion of students with physical disabilities?

Regularly discuss inclusivity in class

Adapt teaching methods to accommodate all students

Organize inclusive school events

Provide peer support training

Others (please specify):

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.....

.....

.....

.....

4. How would you rate the physical accessibility of your school's facilities for students with physical disabilities?

Fully accessible

Mostly accessible

Somewhat accessible

Not accessible

5. Can you identify any areas of the school that could be improved to better accommodate students with physical disabilities? Please specify.

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6. How effectively do you think the school’s curriculum and instructional strategies accommodate the learning needs of students with physical disabilities?

- Very effectively
- Somewhat effectively
- Not very effectively
- Not at all effectively

7. Have you observed or experienced any curriculum adaptations or teaching strategies that help include students with physical disabilities in the learning process?

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8. Are you aware of any financial resources or support programs available at our school specifically aimed at assisting students with physical disabilities?

- Yes
- No

9. How important do you think financial support is in enhancing the educational experience of students with physical disabilities?

- Very important
- Somewhat important
- Not very important
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Not important at all

10. In your opinion, what additional resources or supports could be funded to further improve inclusivity for students with physical disabilities at our school?

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11. Please share any other thoughts or observations you have about how our school supports students with physical disabilities and promotes inclusivity.

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Thank you for participating in this questionnaire. Your insights are invaluable in helping us understand and improve inclusivity within our school community.

# QUESTIONNAIRE FOR PARENTS OR CAREGIVERS

## Introduction

We are conducting a study to improve the inclusivity of education for students with physical disabilities in our school community. Your experiences and observations as parents or caregivers are invaluable to our research. Please answer the following questions to the best of your knowledge. All responses will be kept confidential.

1. How would you describe the overall attitude of the school community (students, teachers, administrators) towards students with physical disabilities?

- Very supportive
- Somewhat supportive
- Neutral
- Somewhat unsupportive
- Very unsupportive

2. Have you witnessed or heard about any instances where students with physical disabilities were included in school activities? Please describe.

3. On a scale from 1 (Poor) to 5 (Excellent), how would you rate the physical accessibility of the school's facilities for students with physical disabilities?

- 1 (Poor)
- 2
- 3
- 4
- 5 (Excellent)

4. Are there any specific improvements you think could be made to the school's infrastructure to better support the accessibility needs of students with physical disabilities?

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5. How satisfied are you with the school's efforts to adapt the curriculum and teaching strategies to meet the needs of students with physical disabilities?

- Very satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Very dissatisfied

6. Can you share any experiences where the curriculum was effectively adapted for inclusivity, or where there was a lack of adaptation?

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7. Are you aware of any financial support or resources provided by the school specifically for the inclusion of students with physical disabilities?

- Yes
- No

8. How important do you believe financial support is in achieving an inclusive education environment for students with physical disabilities?

- Very important
- Somewhat important
- Not very important
- Not important at all

9. In your opinion, what types of resources or programs should be financially supported to enhance the inclusivity of the school environment for students with physical disabilities?

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10. Please feel free to share any additional comments or suggestions on how the school could improve its inclusivity and support for students with physical disabilities.

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Thank you for your valuable input. Your feedback is crucial in helping us understand and improve the inclusivity of our school's environment for all students.

## OBSERVATIONAL CHECKLIST FOR INCLUSIVE EDUCATION PRACTICES

Observation Area	Criteria	Place for Tick (✓)	Comments
<b>Physical Accessibility</b>			
Entrance and Exits	Ramps and accessible doors are present and functional.		
Classrooms	Classrooms are equipped to accommodate mobility aids and facilitate accessibility.		
Washrooms	Accessible washrooms are readily available and equipped for students with physical disabilities.		
Pathways and Corridors	Pathways are free of obstacles, adequately wide, and equipped with handrails where necessary.		
<b>Inclusive Teaching Practices</b>			
Instructional Materials	Materials are diversified and tailored to accommodate various learning needs.		
Teaching Methods	Inclusive teaching methods are observed, catering to the diverse needs of all students.		
<b>School Community Attitudes</b>			
Peer Interaction	Positive interactions and social integration among students with and without disabilities.		
Staff Awareness and Sensitivity	Staff demonstrate an understanding and proactive approach to inclusive education.		

<b>Financial Support Impact</b>			
Resource Allocation	Visible allocation of financial resources towards inclusive education measures (e.g., facilities, materials).		
Support Services Accessibility	Support services, including counseling and educational support, are well-funded and accessible.		