

THE EDUCATION SECTOR STRATEGIC PLAN (ESSP) AND INCLUSIVE  
EDUCATION: ANALYSIS OF LIMITATIONS AND OPPORTUNITIES FOR  
LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN KAMONYI DISTRICT

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Master's Degree in Special Needs Education at University of Rwanda, College of Education (UR-CE), School of Inclusive and Special Needs Education.

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## **CERTIFICATION**

This is to certify that the work reported in this thesis entitled “The Education Sector Strategic Plan (ESSP) and inclusive education: Analysis of limitations and opportunities for learners with Special Educational Needs” was carried out by UWAMARIYA Eugénie under my supervision in fulfillment of the requirements for the award of Master of Education in Special Needs Education (Med SNE) in School of Inclusive and Special Needs Education during academic year 2015-2016.

Signature: -----

**Dr. KARANGWA Evariste**

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Date: -----

## **DECLARATION**

I, UWAMARIYA Eugénie, declare that this thesis with the title “The Education Sector Strategic Plan (ESSP) and inclusive education: Analysis of limitations and opportunities for learners with Special Educational Needs” and work presented in it are my own and have been generated by me as a result of my own original research.

Signature: -----

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## **DEDICATION**

To Almighty God

For my adored husband GASASA Evergiste

Our lovely sons Enzo Naël, Evan and Egan

My parents

My brothers, sisters and friends

This thesis is dedicated to their love and support.

## **ABSTRACT**

This research was conducted with the purpose of analyzing the limitations and opportunities for learners with SEN in IE in primary schools of Kamonyi District.

It was governed by three objectives which were meant to identify the practical challenges/limitations to the implementation of inclusive education in schools, to identify the practical opportunities and innovations for provision of inclusive education in schools and to suggest possible solutions and strategies for provision of inclusive education in Rwandan schools. This study will clarify the observed limitations for learners with SEN that were in the implementation of inclusive education and suggest solutions for addressing them.

By analyzing collected data, the opportunities for learners with SEN were also identified and this was meant to serve as basis for improving inclusive education practices for those learners. In addition, other researchers in the domain of inclusive education will benefit from this study to enhance their work.

In regards to participants the target population was 169, including 3 head-teachers, 70 teachers, 43 parents and 53 students with SEN. In this respect the sample was taken from teachers and students population purposively. The sample size of teachers was 30 and the sample size of students with SEN was 18. The total number became 576 and only 55 responded. Questionnaires, interview and observation were used to collect data. Both closed and open questions for both questionnaire and interview were designed in a way that suited each respondent. Unstructured observation was used to support information from interviews and questionnaires.

The findings revealed that there are few opportunities and more limitations for learners with SEN. Some suggestions were highlighted in the recommendations. Generally it can be concluded that limitations are many compared to opportunities on the implementation of IE and there should be strong collaboration among stakeholders, local and international NGOs and the concerned parties to value and promote inclusive education and therefore an improvement would be observed as required in the ESSP 2013/2014-2017/2018.

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## **LIST OF ABBREVIATIONS OR ACCRONYMS**

7YGP: Seven Year Government Program

ADRA: Adventist Development and Relief Agency

CBC: Competence Based Curriculum

CEFAPEK: Centre de Formation Agricole et de Petit Elevage de Kamonyi

CERAI: Centre d'Enseignement Rural et Artisanal Integré

CFJ: Centre de Formation des Jeunes

CWDs: Child/Children with Disabilities

DfID: Department for International Development

EAC: East African Community

EDPRS: Economic Development and Poverty Reduction Strategy

EFA: Education for All

ENS: Ecole Normale Supérieure

EP: Ecole Primaire

ERAI: Enseignement Rural et Artisanal Integré

ESSP: Education Sector Strategic Plan

ESM: Ecole Supérieure Militaire

EU: European Union

G.S: Groupe Scolaire

HI: Handicap International

ICT: Information and Communication Technology

IE: Inclusive Education

IEP: Individualized Educational Plan

ISAE: Institut Supérieur des Sciences Agronomiques et de l'Elevage

ISFP: Institut Supérieur des Finances Publiques

KHI: Kigali Health Institute

KIE: Kigali Institute of Education

KIST: Kigali Institute of Science and Technology

MINEDUC: Ministry of Education

MoE: Ministry of Education  
NGO: Non-Governmental Organisation  
OLPC: One Laptop per Child  
REB: Rwanda Education Board  
SEN: Special Educational Needs  
SNE: Special Needs Education  
SWD: Student with Disabilities  
ULK: Université Libre de Kigali  
UNESCO: United Nations Educational, Scientific and Cultural Organization  
UNICEF: United Nations Children's Fund  
UNILAK: University of Lay Adventist of Kigali  
UR: University of Rwanda  
UPE: Universal Primary Education  
UR-CE: University of Rwanda- College of Education  
VGPIEK: Volunteers Group for the Promotion of Inclusive Education in Kamonyi District

# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background

The present thesis focuses on an analysis of limitations or gaps and opportunities in education of learners with Special Educational Needs (SEN) that are met while implementing the Education Sector Strategic Plan (ESSP, 2013-2018). The study is particularly concerned with the ESSP 2013-2018 outcome 4.1, highlighting the education sector policy commitments, affirming that:

*“..... Policy relates specifically to learners who are considered to have special educational needs such as those with disabilities or with other educational needs. It recognizes that such categories require additional support or special provisions in order to enable them to access and complete their education successfully”.*

On the other hand however, Education Development Trust (2016) reports that, *“a number of children with special educational needs especially those with disabilities remain excluded from the education system”*. Their needs are not catered for and hence the study will find out possible solutions. This study is governed by three objectives which are to identify the practical challenges to the implementation of inclusive education in primary schools, identify the practical opportunities for the provision of inclusive education in the selected primary schools and suggest possible solutions for the provision of inclusive education by comparing the challenges and opportunities in those schools.

Besides, I was inspired to make an analysis on the implementation of ESSP (2013-2018) and inclusive education to come up with strong recommendations to address the identified issues on gaps analysis and build on the available opportunities. To achieve the above objectives the questionnaire for school head teachers and teachers and interview for parents and learners were used as data collection tools. It is expected that the findings will clarify the observed gaps that are in the implementation of inclusive education and suggest strategies for addressing them. The study will serve as something pushing to realize inclusive education by identifying the existing gaps and opportunities.

By analyzing collected data, the opportunities for learners with Special Educational Needs will also be identified and this will serve as basis for improving inclusive education practices for them. Also, this study will serve as a reference tool for anyone who intends to carry out further research in the area of an inclusive education. Finally, recommendations on inclusive education implementation will be put out to policy makers, local education authorities, school head teachers, teachers and parents in order to improve on their duties for a successful inclusive education.

Through inclusive system a better quality education for all children is provided, children's relationship with the world outside their families, social relationship and interactions are developed and when education is more inclusive, so are participation, employment and community life. Consequently, learners with special educational needs and those with disabilities are also able to contribute to the development of their community and their country.

This thesis starts with general introduction with historical background of education in Rwanda from colonial period to after 1994 genocide period, the second part is literature review where conceptual framework is designed and the third part is methodology where data collection techniques are defined. The fourth part concerns presentation, analysis and interpretation of findings. Finally a summary, a conclusion and recommendations close this thesis.

## **1.2 Historical background of education planning in Rwanda**

### **1.2.0 Introduction**

The present section discusses education system in Rwanda during the three successive historical periods: Pre independence period or Belgian colonization era (1919-1962), the post independence & pre genocide period (1962-1994) and the period of the post genocide

(since the 1994 genocide). Within each period education issues discussed are interrelated in such a way that each feature has an effect on the other.

### **1.2.1 Pre independence period (1919-1962)**

This is the period that marked the foundation of the current formal education in Rwanda, and up to now the legacy is still prominently traceable in the language of instruction (French) and in the school curriculum. Identity in terms of ethnicity and religion are known to have been the major features that determined access to schooling and continued in the post colonial periods (Obura, 2003).

Poor access and completion rates or high school dropout rates at any given grades of schooling were issues that dominated the colonial education. According to King, as cited in Moshman (2014), during the Belgian colonial period, access to primary schools (grades 1-6) was extremely limited because of social perceptions to schooling, distance to school and religious affiliations among others. Most of the students failed to complete grade 6 and only a small proportion went on to secondary education.

According to Keleher (2006: 37), under the Belgian regime, few schools were set up by catholic missionaries and protestant churches. In addition to basic schooling for the masses, Hilker (2010) points out that the missionary schools included post-primary education to educate African clergy and administrators to take up posts in the Belgian system of “ indirect rule”( 4) with the aim to evangelize and to train the administrators of the colonial power. Education in Rwanda was thus characterized by mistrust of traditional values and knowledge, and a literature which conveyed division of the people was extensively distributed (Republic of Rwanda, 2003: 4).

In pre-colonial times, young male Rwandans received their education largely at the family level and training in other different cultural activities was received through a traditional education system known as “Itorero”. According to Repubulika y’U Rwanda (2016), the “Itorero” was a cultural education system through which the nation could convey messages to the people regarding national culture in areas such as language, patriotism, social relations, sports, dances and songs, defence of the nation, etc. It was attended by

male Rwandans of the same age starting at 13-14 years and above. This system was created so that young people could grow up with an understanding of, and commitment to their cultural heritage and values. “Itorero” trained future leaders and responsible citizenry. In the same way, young girls joined “Urubohero” where message regarding female responsibilities and other issues related to Rwandan feminine culture were transmitted (Repubulika y’u Rwanda, 2016: 6).

Concerning planning, during pre independence period, though schools were held by missionaries there was no administrative planning under the Belgian colonial administration. According to Keleher (2006), education policies in Rwanda were largely set by the church and with the goal of creating a compliant “Christian African community”.

### **1.2.2 Post independence and pre-genocide period (1962-1994)**

#### ***Start of national education in the 1960s***

This period was characterized by an augmentation of number of schools and these were run by missionaries. Keleher (2006: 38) and Hilker (2010: 5) point out that “At the time of independence in 1962, Rwanda had hundreds of primary schools and around forty secondary schools including six seminaries and thirty four école libre subsidiées, almost all owned or run by the churches”.

The Ministry of National Education created in 1961 was entrusted with the ratification of diverse laws and reforms but as pointed out by Keleher (2006), “educational system continued to be characterized by inequitable access to post primary and secondary due to the limited school places influenced by the policy of quotas under which students were admitted based on different criteria including marks, region, and ethnicity”.

Primary education was free and compulsory with 6 years (3+3) and the official age was 7 years. In order to accommodate the increasing number of Rwandan children and in particular to improve access to schooling in rural areas, double shift was introduced in 1966. Secondary schools were middle schools 2 or 3 years with 3 training sections (agriculture/skills for boys, home economics for girls, craft training) or secondary was full

secondary education of 5, 6 or 7 years (D5, D6, D7) with 4 options in grade 10 (general education, classics, teacher training, technical) (Obura , 2003).

In 1963 one National University was created by the Rwandan government jointly with the Congregation of the Dominican Province of Quebec (Canada) with rector-founder Father Georges-Henri Lévesque. The UNR was divided into three branches of education: medical school, the faculty of social sciences, and teaching school (ENS). It had also 51 students and 16 lecturers. It continued to expand and welcome students but the number of graduates was still low (Keleher, 2006 & Repubulika y’U Rwanda, 2016).

Besides, Home de la Vierge des Pauvres (HVP) was also founded by Father Joseph Fraipont with the mission to cater for children with disabilities by providing rehabilitation services, education and reintegration. Planned initially to care for the physically disabled, the HVP had gradually been developed to rehabilitate and educate the Blind, the Deaf and Dumb, and Mentally disabled, the services have ever since been expanded to different sites in Rwanda. These are: Gikondo with Care (orthopedics, and physiotherapy), social service and education (diagnosis, counseling, early stimulation and counseling, a special school for children with mental disabilities) services; Ndera with early stimulation to children with mental disability; Nyanza with rehabilitation of Person with disability (orthopedic surgery, orthopedics, physiotherapy, Occupational therapy, early stimulation, clinical psychology and pharmacy), social and education (Kindergarten, Primary, Core and Vocational Schools for children with physical and hearing disabilities and without disabilities services); Butare with inclusive school for children with physical or hearing disabilities and for non-disabled children; Ruhango with physiotherapy, early stimulation and special education services offered to children with mental disabilities and Rwamagana with special primary school, ordinary level and inclusive education to children with visual or physical disabilities) through Brothers of Charity) (HVP, 2016).

### ***Reforms of 1970s***

The reform of 1977/1978 aimed at mainly ruralizing education and stressing the mother tongue (Ikinyarwanda from P1 to P6) and human resource development as it is pointed out by Keleher (2006: 39) and Obura (2003: 38), “Upper primary and lower secondary were vocationalized and ruralized in 1977/1978 with a seventh and eighth grades added to the primary cycle where craft skills were specifically taught”.

The curriculum was outcome based and post primary and secondary education were taught in French (Obura, 2003: 39). Post primary vocational centers had been set up prior to independence, segregating girls and boys for three year programs in home care studies and agriculture and craft courses, respectively. In the 1970s, they were transformed into rural study and training centers, called CERAI (Centre d’Enseignement Rural et Artisanal Intégré) with a revised curriculum including a limited range of general academic subjects with the goal “to train citizens who are productive, responsible, progressive and likely to generate changes in the rural areas, in order to influence socio-economic and culture development” (Gakuba, 1991: 8). Enrollments increased from 16,784 students in 289 CERAI in 1982/1983 to 27,702 students in 328 CERAI in 1987/1988 that is around 2.3 CERAI per commune (Gakuba, 1991: 12).

Due to the constraints on quality in the school system, retention, performance and transition rates did not match progress in enrolment. The transition rates from primary to secondary were 7% in 1972 and reached 10% by 1992 (Obura, 2003: 40). This shows a small number of students in secondary schools as it is also emphasized by Republic of Rwanda (2016: 20), “In 1969/1970, the transition rate to secondary was 2.4% where as in 1990 it increased up to 9.2%“. Gakuba (1991: 6) continues saying that public higher education was provided in four institutions such as the National University of Rwanda (UNR), the Military College (ESM), the Higher Institute of finances (ISFP) and the Higher Institute of Agronomy and livestock (ISAE) (Gakuba, 1991: 6).

### ***Reforms of 1991***

This reform of 1991/1992 came to phase out P7 and P8 and since 1992/1993 primary was for 6 years. The education policy remained unchanged and the same curriculum in

progression. Post primary was still run by churches and ERAI system expansion halted. Secondary was also for 6 years. High education was for 3 or 4 years (Obura, 2003). This reform was seen to be minor and did not eliminate ethnic quotas (*Iringaniza*) as explained above in section 1.1.2. School equipment and teaching/learning materials were generally insufficient, many teachers were not qualified and the negative effects of these two factors on the quality of education were evident (Obura, 2003).

Regarding inclusion, this period was characterized by a generalized ignorance about disability and Special Educational Needs in Rwandan learners. According to Karangwa (2013: 47-48), the period of 1960-1990 was the beginning of charitable organizations' support to rehabilitation & basic education to Children with disabilities with no government support since the first government support was received in 2010 in form of teachers' salaries and educational resources.

Generally, during the post independence and pre genocide period, the system of education was marked by adjustments and reforms in 1977/1978 and 1991/1992 which did not achieve the intended goals. Rather than correcting the errors of the colonial era, education remained very discriminatory and was not relevant to Rwandese society, culture and values, which resulted in the people losing their patriotism. This was one of the contributing factors to the genocide of 1994.

### **1.2.3 Post Genocide period (After 1994 genocide against Tutsi)**

The 1994 Genocide against the Tutsi left virtually all institutions destroyed and the education sector was no exception. An emergency policy focused on rebuilding the education system and the government mobilized resources to reopen primary schools in September 1994 with the assistance of development and non-government partners. Primary education was for 6 years (3+3), the mother tongue was used in P1, P2 and P3 and French or English in P4, P5 and P6. The post primary CERAI training stopped and did not reopen, it was replaced with young training centers (CFJ: Centre de Formation des Jeunes) (Obura, 2003: 61).

According to the Republic of Rwanda (2003: 17-36), in 1997 there were 38 CFJs hosting 2,621 young people (14-24 years), which were in turn replaced by TVET and IPRCs which are the priorities of the country aiming at enabling learners to meet labor and/or own. Junior secondary (3 years) expanded and senior secondary specialization (3 years) continued.

In September-October, 1996 primary school education curriculum was revised and harmonized with the mission to prepare a citizen who is free from ethnic, regional, religion and sex discrimination, a citizen who is aware of human rights and responsible to society, a citizen who is free from violence (MoE, 1997). In September 2002, the first accelerated learning programs for over age children called catch up programs were started by MINEDUC with assistance from UNICEF with the target to cover the six year primary programme in 3 years with well supported and oriented teachers and sufficient materials (Obura, 2003: 137). In 2003, the government introduced the most significant change to the education sector in a generation with the Nine Years of Basic Education program which provides nine years of free and compulsory education closer to local communities to facilitate access to all.

Government of national unity leaders maintained that formal education could help teach younger generations the values that were lost during the country's recent history and the education policy that promoted national unity, prioritizing equal access and a culture of inclusiveness and mutual respect. This led to a radical shift in the way educational institutions were structured/planned since 1998. (Obura, 2003: 17 & Repubulika y'u Rwanda, 2016: 25). Besides, the outcome No 2 of ESSP 2013-2018 is focusing on increased equitable access to education for students with SEN within mainstream and special schools in order to ensure full access and participation in education for all Rwandan children and youths (MoE, 2013: 11).

Furthermore, in July 2013, the MINEDUC through REB undertook the task of a comprehensive review of the pre-primary, primary and secondary education curriculum to Competence Based Curriculum (CBC) which is being implemented since February 2016 with the aim to ensure that the curriculum is responsive to the needs of the learner, society

and labor market as it is emphasized in the National policy documents such as Vision 2020, EDPRS II and 7YGP 2010-2017” (REB/MINEDUC, 2015: 2). This CBC also promotes inclusive education (the core focus of EFA) as a crosscutting issue whereby special attention will be paid to learners with functional difficulties /disabilities (physical and motor, intellectual, visual, hearing, developmental, multiple and speech & language communication) (20).

#### **1.2.4 Education planning in Rwanda**

The education planning in Rwanda derives from the National Development Plan and priorities since 1966. According to Munyantwali (1988), the first five-year plan was for the period 1966-1970, the second plan appeared in 1977, and the third plan covering the period 1982-1986 was not followed directly by a fourth plan until 1994 genocide.

The priorities of first plan were the improvement of primary, secondary and higher education in order to enable it effectively to fulfill its functions of literacy and production of human resources. The second five-year plan (1977-1981) gave priority to the reform of education and training to adapt to the needs of national development and coordination of teaching and training facilities. The third plan (1982-1986) proposed the continuation of the reform of the second level of education with the objective of increasing the number of students admitted in the first year (all levels of education), the qualifications of teaching staff and school supplies and materials (Munyantwali, 1988).

As stated by the Republic of Rwanda (2003, 3), after the 1994 genocide, the education sector passed through an emergency situation during which the main objective was to reshape and try to restart the education system which had broken down. It is in this context that the 1998 Sector Policy was adopted and primarily focused on how to bring a solution to the real demand of the existing situation, in order to achieve a significant change in the education system. In other words, a new orientation for education was defined and so a new restructured Rwandan education system has been set up since that time by committing itself to achieve universal primary education and education for all. So, the education system ought to fit in the guiding principles defined in vision 2020, the EDPRS and other related policies.

As the education sector policy is being developed, sub sector policies including an education sector strategic plan (ESSP) are also being developed with the purpose to achieve policy objectives. Republic of Rwanda (2003) continues saying that the ESSP has, among other things indicators to be used in the monitoring and evaluation of the policy implementation.

This study will focus on the current ESSP (2013/2014-2017/2018) whose section 3.4.2.3 highlights special needs education which promotes social inclusion of children with disabilities and other special educational needs and equitable access to basic education for all as a cross- cutting issue (Ministry of Education, 2013: 61).

This ESSP is guided by Economic Development and Poverty reduction Strategies (EDPRS 2) whereby its priorities are to make quality the twelve year basic education available for all children and make education at all levels more accessible and more relevant to the national needs by recognizing that learners that learners with special educational needs require additional support or special provision in order to enable them to access and complete their education successfully. This would lead to the universalization of primary education, lower repetition and dropout rates. Considering all these education strategic plans since 1966, the main focus is the development of primary, secondary and higher education since education is a critical investment in our country's future growth and development.

### **1.2.5 Inclusive and Special Needs Education in Rwanda**

According to UNESCO (2009), the World Declaration on Education for All (EFA), adopted in 1990 in Jomtien, Thailand, presents a global vision: committing governments to making education accessible to all, children, youths and adults, and promoting equity. It calls for active involvement in identifying the barriers that prevent many learners from accessing educational opportunities and identifying the resources needed to overcome these barriers.

Inclusive education strengthens the capacity of the education system to reach all learners and can therefore be understood as a key strategy for achieving EFA. So, this should guide

all educational policies and practices, relying on the fact that education is a fundamental human right and the foundation of a society more concerned with justice and equality.

Additionally, the World Conference on Special Needs Education: Access and Quality, held in June 1994 in Salamanca (Spain), gave a major movement towards inclusive education after discussing the fundamental policy changes needed to promote an inclusive approach to education by enabling schools to serve all children and, in particular, those with special educational needs.

Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) also advocates inclusive education: “*No exclusion from free and compulsory primary education or secondary education due to disability, ensuring an inclusive education system at all levels, as well as in the context of lifelong learning.*”

This is also echoed by Republic of Rwanda (2003) section 5.9 that: “*Special education provision shall be strengthened and efforts to integrate children boys and girls with special needs into mainstream schools shall be continued, taking account of the nature and severity of impairment...*” Therefore, to support these learners (from pre primary to higher education) requires integrating provision for learners with special needs within plans, materials provision, training, deployment and supporting teachers and technical staff in SNE, sensitizing parents, learners and communities on the importance of education for learners with Special needs to enhance their education (Republic of Rwanda 17-19, 27).

### **1.3 Statement of the research problem**

Ideally, the Special Needs and Inclusive Education initiatives developing around the Government of Rwanda in both ordinary and special schools seem to be inspired and fit within the national development plans as it is highlighted by Karangwa (2014). Unfortunately, studies have revealed that negative mindset in the community, inaccessible school facilities due to geographical location, lack of recreational facilities such as

playgrounds, equipment and training to do some sports as sit ball and goal ball are the major complex challenges.

If inclusive education practices are not improved the challenges will increasingly remain and prevent the Government of Rwanda from achieving its Education For All vision and plans at all levels of education. For that, Karangwa (2014) points out that the only way forward is to change the mindset of the decision-makers – the teachers, parents, community and policymakers – and this hasn't happened in a big way yet. Until attitudes about these learners change, there won't be enough political and community will to put enough investment for the specialized aids and equipment and training of teachers that children with special needs require to learn (Karangwa, 2014).

## **1.4 Objectives of the study**

### **1.4.1 General Objective**

The general objective of this study was to analyze the limitations, opportunities and strategies for appropriate provision of inclusive education to learners with special educational needs in Rwanda.

### **1.4.2 Specific objectives**

The following objectives were specific objectives of this study:

1. Identify the practical challenges to the implementation of inclusive education in schools
2. Identify the practical opportunities and innovations for provision of inclusive education in schools
3. Suggest possible solutions for provision of inclusive education in Rwandan schools

## **1.5 Research Questions**

The research was expected to answer the following questions:

1. What are the practical challenges for the provision of inclusive education in your school?
2. What are the practical opportunities and innovations for the implementation of inclusive education in your school?
3. What strategies take heed of innovations and can be used to design appropriate inclusive education practice?

## **1.6 Significance of the study**

It is expected that the findings will clarify the observed gaps that are in the implementation of inclusive education and suggest strategies for addressing them. The study will also serve as something pushing to realize inclusive education by identifying the existing gaps and opportunities. By analyzing collected data, the opportunities for learners with SEN will also be identified and this will serve as basis for improving inclusive education practices for them. Also, this study will serve as a reference tool for anyone who intends to carry out further research in the area of inclusive education.

Through inclusive system a better quality education for all children is provided, social relationship and interactions are developed and when education is more inclusive, so are participation, employment and community life. Consequently, learners with special educational needs and those with disabilities are also able to contribute to the development of their community and their country.

## **1.7 Scope and limitation**

Due to limitation in time, materials and financial resources this research is delimited to assess the information in the topic only in Kamonyi District schools (inclusive schools). The information will be gathered from pupils with special educational needs, parents, teachers and school administrators of some primary and 9YBE schools having primary section. The research was conducted during the second term of 2017 school year. The

aspects looked into are the attitude towards IE, assessment and Individualized Educational Plan (IEP), curriculum, qualification/specialization/training of teachers, teaching methods/strategies, teaching resources, support services, physical environment of learning parents' involvement, enrollment and attendance

## **1.8 Definition of key terms**

Some key terms that will be used in this research are defined below:

**Special Educational Needs (SEN):** A child or young person has special educational needs (SEN) if he or she is not able to benefit from the school education made generally available for children of the same age without additional support or adaptations in the content of studies. Therefore, SEN can cover a range of needs including physical or mental disabilities and cognition or educational impairments (Hampshire, 2016 & OECD 2012).

**Special Needs Education (SNE):** According to Republic of Kenya (2009), Special Needs Education refers to education which provides appropriate modification in curriculum, teaching methods, educational resources, medium of communication or learning environment in order to cater for individual differences in learning.

**Inclusive Education (IE):** Inclusive education is an approach in which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools (Republic of Kenya 2009). In this research, with inclusive education all learners (those with and without disabilities/ special educational needs) attend and are welcomed by their neighborhood schools in age appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

**Inclusion:** Inclusion is defined , according to UNICEF (2015,13) as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. Therefore changes and modifications in content, approaches, structures and strategies are necessary.

**Disability:** This is lack or restriction of ability to perform an activity in the manner within the range considered normal in the cultural context of the human being (Republic of Kenya, 2009). According to UNICEF (2015), persons with disabilities those people who have long-term, physical, mental, intellectual or sensory conditions which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

**Opportunities for learners with special educational needs:** In this research, opportunities will be taken as situations or conditions favorable for learners with special educational needs for success.

**Individualized Educational Plan (IEP):** IEP is a written statement of the educational program designed to meet the learner's needs and is developed by a team once it is determined that a learner meets the criteria to receive special education and related services (Illinois State Board of Education, 2009).

**Curriculum:** This consists of all the organized experiences that schools provide to help children learn and develop. It includes the subjects taught, the content, the school environment and other organized learning enhancement activities that take place outside the classroom (Republic of Kenya, 2009).

**Assistive Devices:** These are equipment aimed at reducing effects of disabilities. They enhance functional abilities of persons with special needs. In this research, they include computers with software for persons with special needs, text phones for the deaf, hearing aids for persons with hearing impairment, magnifying glasses for persons with low vision and wheelchairs/canes/crutches for persons with mobility difficulties, among others (Kenya, 2009). Book holders and adapted pencil grips allow learners with disabilities to participate in educational activities. Most of devices may be locally made.

## **1.9 Conclusion of the chapter**

This study is organized in five chapters: Chapter one highlights mainly the historical background of education planning in Rwanda from colonial period to after 1994 genocide period, problem statement, objectives of the study, research questions, significance of the

study and limitation and scope of the study. Chapter two comprises literature review with theoretical review, empirical review, theoretical framework and conceptual framework.

The chapter three will cover the research methodology including research design, target population, sample setting, sampling strategies and sample size, research instruments, data collection techniques, data analysis procedures, validity and reliability and ethical issues.

Chapter four includes presentation, analysis and interpretation findings. Chapter five consists of summary, conclusion and recommendation.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter encompasses the theoretical review, empirical review, theoretical framework and conceptual framework. It generally looks into the theories and practices of inclusive education.

#### **2.2. Theoretical review**

##### **2.2.1 The theories and practices of inclusive education**

According to Farrell and Ainscow cited by Winter & O’Raw (2010), inclusive education has increasingly become a focus of debate in discussions about the development of educational policy and practice around the world. According to UNESCO cited by Winter et al. (2010), inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. Therefore it involves a range of changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of all diversities. So, it should increase and not decrease children’s learning opportunities.

##### **2.2.2 Inclusive education benefits to learners with special educational needs**

According to Shannon’s (2004), recent research has confirmed that there are many beneficial effects of inclusion education for students with special needs when they are put into regular education classroom. When a child with special educational needs is put into a regular education classroom, she/he is provided with a more stimulating environment which often leads to enriched growth and learning.

Other advantages are the opportunity to make new friends and share new experiences, self respect and self esteem, and improved competence in IEP objectives. These objectives should be SMART (Specific, Measurable, Achievable and Action oriented, Relevant and Realistic and Time-related). For regular education students, it allows them to be more

accepting of differences among individuals, they become more familiar with their peers with special needs and lastly can develop important skills (leadership, abilities to help and teach others, mentoring, tutoring, self empowerment and improved self esteem) necessary for their adult lives (Shannon, 2004).

For regular education teachers, inclusion creates an awareness and appreciation of individual differences in all students, it allows teachers to learn new teaching techniques that can help all of their students and therefore to develop teamwork skills when practicing inclusion (Shannon, 2004). When it is not implemented appropriately, inclusion will have many disadvantageous effects on those involved with it.

### **Limitations of learners with special educational needs in ordinary schooling**

This section highlights some examples of limitations associated with inclusion in education which affect learners with SEN. According to Torreno (2012) these are:

1) **Funding:** adequate funding has to be in place to hire support specialists, train teachers and secure material resources for teachers and learners. Otherwise, inadequate funding can hinder ongoing professional development that keeps both specialists and classroom teachers updated on the best practices of inclusion.

2) **Inclusive attitudes** have to be upheld by school administrators, teachers, staff, and parents. If educators have negative attitudes or lack knowledge and understanding toward students with special needs or have low expectations of them, children will unlikely receive a satisfactory, inclusive education. Negative attitudes towards differences result in discrimination and can lead to a serious limitation to learning. Negative attitudes can take the form of social discrimination, lack of awareness and traditional prejudices.

3) **Learning environment** must be physically accessible to students using wheelchairs, walkers, and assistive technology devices. For example, a student with a disability cannot learn in an inclusive classroom if he/she cannot enter the room, let alone the school building. Accessibility can go beyond passageways, stairs, and ramps to recreational areas,

paved pathways, and door handles. Classrooms must be able to accommodate learners' assistive technology devices, as well as other furniture to meet individual needs.

4) **Curriculum** needs to be modified and adapted to meet the needs, and limitations, of a diverse group of children. In many contexts, the curriculum is centrally designed and rigid, leaving little flexibility for local adaptations or for teachers to experiment and try out new approaches. Therefore the content might be distant to the reality in which the students live, and therefore inaccessible and unmotivating.

5) **Open and ongoing communication** must exist among all involved in educating students with disabilities. Lack of communication among administrators, teachers, specialists, staff, parents and students leads to limitation to learn. Open communication and coordinated planning between general education teachers and special education staff are essential for inclusion to work. Time is needed for teachers and specialists to meet and create well-constructed plans to identify and implement modifications the, accommodations, and specific goals for individual students. Collaboration must also exist among teachers, staff, and parents to meet a student's needs and facilitate learning at home.

6) **Policies and strategies:** Policy makers who do not understand or accept the concept of inclusive education are a barrier to the implementation of inclusive policies. In some countries there may still exist policies that facilitate the possibility for authorities to declare that some children are "uneducatable". Usually this practice applies to children with severe intellectual disability. In some other countries, the education of some specific groups of learners might be the responsibility of another authority than the Ministry of Education. Very often this leads to a situation where these learners are not expected to participate in mainstream education and, consequently, they do not have equal opportunities for further education or employment.

Considering all the above factors, especially in Rwandan ordinary schools, when they are not well managed, they become limitations of learners with SEN towards inclusive education.

The next section discusses the 2013/2014-2017/2018 Rwandan Education Sector Strategic Plan and inclusive education.

### **Education Sector Strategic Plan (ESSP 2013/14-2017/18) and inclusive education**

According to DiNapo (2003), strategic planning is a systematic process or an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working towards common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. It is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future.

A strategic plan is a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise. It is intended to guide the organization's leaders decision-making moving forward. Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful. In education, a strategic plan outlines the goals, strategies and key actions to develop the education system and support the vision for youth and adults to be confident and capable global citizens (DiNapo, 2003).

The current Rwandan ESSP (2013/2014-2017/2018) is shaped by a number of national aspirations and international goals embodied in policy declarations and plans. These include Rwanda's Vision 2020 and 7YGP, the priorities of the EDPRS II, the MDGs and the EFA goals. There are also regional commitments made as part of Rwanda's membership of the East African Community (EAC) [MoE (2013)].

In its priority 2, this ESSP targets the increased equitable access to education for students with special educational needs whereby specific measures will be prioritized for children with SEN by applying inclusiveness principle ensuring that the system and schools are adequately resourced and prepared to integrate children with SEN in terms of access

infrastructure, specific learning materials and teaching aids, and also with properly trained teachers, trainers and staff at schools (Republic of Rwanda, 2013: 41). This will provide all children with equal learning opportunities regardless of their physical and mental capabilities and empower them to actively engage them in social and economic development activities (61).

## **2.3. Empirical review**

### **2.3.1 Status of inclusive education**

An inclusive school must put flexibility and variety at its center. This should be evident in the structure of the school, the content of the curriculum, the attitudes and beliefs of staff, parents, and pupils, and the goal should be, ‘to offer every individual a relevant education and optimal opportunities for development’ (UNESCO, 2005). Parents and pupils themselves have important contributions to make and shape the implementation of inclusion (Lindsay, 2007).

In Europe, inclusive classrooms do exist throughout European countries (what is good for pupils with special educational needs [SEN] is good for all pupils). However, challenges (behavior, social and/or emotional problems and dealing with differences/diversity) are still faced by learners with SEN. The following approaches appear to be effective in schools: *Co-operative teaching* where teachers need support from a range of colleagues within the school and professionals outside the school); *Co-operative learning* where pupils help each other; *Collaborative problem-solving* especially for teachers who need help in including pupils with social/ behavioral problems; *heterogeneous grouping* which is necessary and effective when dealing with a diversity of pupils in the classroom to enhance inclusive education; *effective teaching* by which all pupils including pupils with SEN, improve with systematic monitoring, assessment, planning and evaluation of the work (Meijer, 2010). All these approaches focus on practical aspects of inclusive education and help in dealing with differences in classrooms.

In Uganda, the government is constantly adopting its education structure and content to promote quality learning for all learners independent of special learning needs. The overall

structure of education to cater for learners with special needs in education introduced in early 1990s is still the backbone in the education for all learners. To ensure that all learners with special needs were given relevant and quality education in inclusive schools, all schools in Uganda were grouped in clusters of 15-20 schools and each cluster had a special needs education coordinator. In 1997, Uganda started Uganda's Universal Primary Education (UPE) with clearly stated aims and objectives for the shift from SNE to inclusion (Mwangi, 2014). The introduction of UPE in Uganda resulted in a significant increase of enrolment rates and attendance in primary schools by the poor and vulnerable people since the school fees decreased and the government provided more resources (funds, materials etc) to ensure the quality and equity of education. According to Ndeezi (2000), total enrolment rates for all children have tripled since 1996 and the enrolment of children with disabilities, almost half of whom are female, has quadrupled. Also the programme has helped to bring to light the enormous challenges of providing education for all and the special challenges of providing education to children with disabilities, reduced illiteracy rates - especially amongst children with disabilities and increased awareness of the educational needs of children with disabilities e.g. the need for sign language development.

In Kenya, despite the efforts of the government, a number of challenges have persisted in regard to the implementation of inclusive education. The most significant constraint seems to be the apparent lack of clarity in the inclusive education policy, i.e. ambiguity about the goals for inclusion and the means through which this can be achieved. The others are to do with various issues around the poor implementation of the policy. According to MoE cited by Oracha and Lumumba (2015), inappropriate infrastructure, inadequate facilities and inadequate capacity of teachers to manage learners with SEN in regular schools, inadequate and expensive learning materials, societal negative attitude and inadequate supervision and monitoring of the schools have been obstacles to implementation of inclusive education (Oracha & Lumumba, 2015). Mwangi (2014) also argued that without sufficient resources and support services, inclusive education is not possible.

In Tanzania, the inclusive education is under process as it was indicated by Mboya and Possi as cited in Karakoski and Ström (2005). In the schooling services there are steady changes in the direction of special needs education as it is moving toward inclusive situations. Optimistic change of attitudes is occurring to enhance inclusive learning. The real world is not isolated in ordinary and extraordinary sectors and if children are educated in a system that does not describe between people, all students will be prepared for society. The Tanzanian Government is trying to implement the inclusive education programme according to the Salamanca statement of 1994. The MOE is sensitizing parents to send their disabled children to inclusive school. The government is becoming more positive toward the rights of people with disabilities. Today, there are several primary schools in Tanzania that are involved in inclusive education programmes (Mwangi, 2014: 4).

In its issue 2, the Rwandan Journal of Education published an extensive discussion of the background and development of Special Needs and Inclusive education in Rwanda, maintaining that inclusion and full participation of all Rwandans especially those with disabilities and SEN, is increasingly dominating education policy features in comparison to the previous two decades and points out that actual translation of the policies into functional inclusive education activities amongst many other priorities on the country's development agenda, still appears to be a challenging development feature (Karangwa, 2014).

Rwanda's commitment to the education of learners with SEN is highlighted in the MINEDUC Education Sector Strategic Plan 2013/14-2017/18. It is also consistent with article 51 of the Constitution of the Republic of Rwanda of 2003 revised in 2015 which states that:

*“The State has the duty to establish special measures facilitating the education of persons with disabilities and other needy persons. The State also has the duty, within its means, to undertake special actions aimed at the welfare of persons with disabilities. The State has also the duty, within the limits of its means, to undertake special actions aimed at the welfare of the indigent the elderly and other vulnerable groups”*

This means that it is the responsibility of the Government to also offer education to children with SEN. Child-Friendly and Inclusive Education (IE) approaches in order to accommodate learners with SEN of their respective neighborhoods since 2007 were ; and an average of 10 to 15 students with severe sensory (Visual & Hearing) disabilities, and at least 1-2 wheel chair users graduate in Rwandan Universities each academic year since 2011, though government-fostered affirmative action. Besides, the reports point out that the emerging Inclusive Education projects in Rwandan schools today are actually dominated by NGOs (notably HI and ADRA under the support of EU, UNICEF and DfID among others) (Karangwa, 2014).

Karangwa (2014, 51) adds that it was noted with disappointment for instance, that HVP Gatagara school for the Blind has continued to receive school materials of sighted learners from REB; and the Ministry of Education's 'One Laptop Per Child (OLPC) project' continue to donate laptops and ICT equipments to schools without any software alternatives for schools with learners who require these.

By comparing, as in Europe, it is evident that in the four East African Countries, namely Kenya, Tanzania, Uganda and Rwanda inclusive education exists. Nevertheless, it is still having challenges such as an acute shortage of teaching and learning resources to cater for learning disability students in inclusive; the teachers who are present in inclusive classrooms lack the required qualifications and trainings to handle students with learning disabilities; the environment that these students are learning in short of basic necessities in order to make it conducive enough for learning to take place. This affects the understanding of some of the learners of which it is reflected in their performance.

## **2.4 Theoretical framework**

According to Kauffman and Hallaban cited by Hornby (2014), the most controversial issue regarding the education of children with special educational needs and disabilities is widely acknowledged to be that of inclusion or inclusive education. Exactly what is meant by inclusion and inclusive education has important implications for education policies and practices for children with special educational needs.

According to Salend (2008), the following are the four key principles which demonstrate that inclusion is not just a government mandate but a principled philosophy of reflective and effective teaching for individualizing the educational system for all students: providing all learners with equal access through challenging, engaging and flexible general education curricula; embracing diversity and responsiveness to individual strengths and challenges; using reflective practices and differentiated instruction and establishing a community based on collaboration among students, teachers, families other professionals and community agencies.

The theory of inclusive special education proposed by Hornby (2014) is more comprehensive in addressing the education of all children with SEN in both mainstream and special schools and classes.

Considering the above authors' theory, it is evident that inclusive education and special education are based on different philosophies and provide alternative views of education for children with SEN in order to give an image and strategies guiding principles, measures and teaching approaches that will facilitate the provision of effective education for all children including those with SEN in inclusive classrooms. So it is clear that from the above views, the inclusive education aims to provide a very productive focus for improving the education of children with SEN by using the existing opportunities to overcome the limitations which can occur. In short, the above theories are seen as the "Evidence-Based Practices for Children with Special Needs and Disabilities" theory.

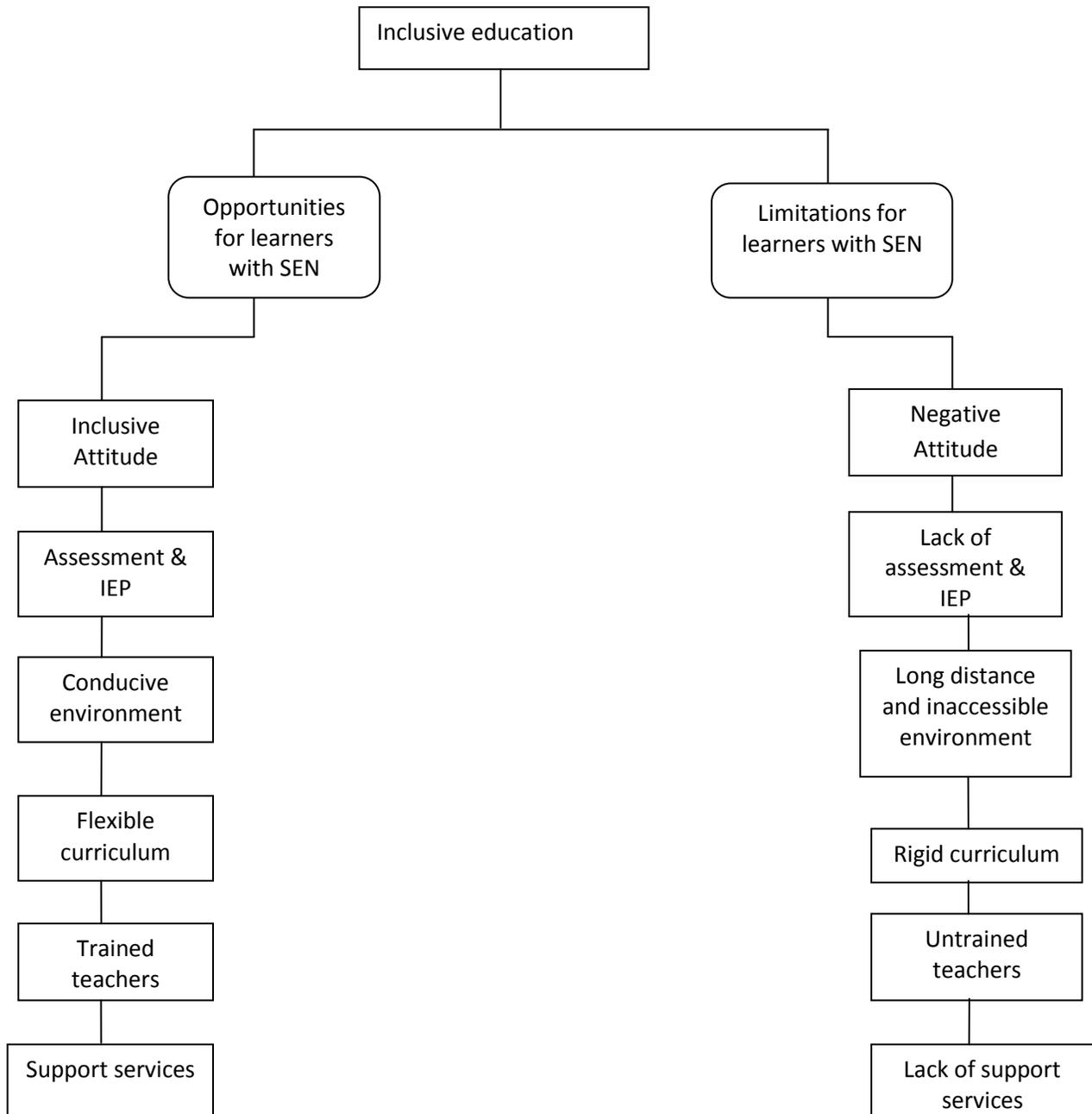
## **2.5 Conceptual framework**

Smyth (2008) defines a conceptual framework as a visual or a written product that explains either graphically or in narrative form the main things to be studied, key factors, concepts or variables and presumed relationship among them.

In this regard, the following diagram illustrates some of the key factors for the opportunities for learners with SEN which bring to effective inclusive education. These are inclusive attitude, achievement of IEP goals, flexible curriculum, trained and qualified teachers, pleasant and conducive environment while limitations for learners with SEN are

lack of adequate funding, negative attitude, inaccessible environment, rigid curriculum and lack of trained teachers, inadequate assessment and IEP.

### Conceptual framework design



This concept framework highlights some of the key factors to opportunities and limitations of learners with SEN towards inclusive education and from the diagram it is shown that when an opportunity fails to happen it becomes a limitation.

## **2.6 Conclusion of the chapter**

This chapter mainly discussed the opportunities and limitations for learners with SEN towards inclusive education. The “Evidence-Based Practices for Children with Special Needs and Disabilities” theory was also discussed as the most inspiring for this research. It ended with a conceptual framework and a conclusion.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter is about how the research was conducted. The chapter describes different methods, techniques and approaches used and also the research design, target population and sample size, sampling design and data collection instruments.

#### **3.2 Research design**

According to Parahoo (1997: 142) a research design is defined as a plan that describes how, when and where data are to be collected and analysed. It is also the researcher's overall plan for obtaining answers to the research questions guiding the study in a way that will help him to obtain the intended results that could be associated with the real situation (Burns and Grove, 2001: 223).

This study adopts the descriptive research design. According to Burns and Grove (2003: 201), descriptive research is designed to provide a picture of a situation as it naturally happens. It may be used to justify current practice and make judgment. The researcher opted to use it because it best describes the opinions and attitudes of the people. For the purpose of this study, descriptive research was used to obtain a picture of head/teachers, parents and pupils' opinions on limitations and opportunities for learners with special educational needs to education.

##### **3.2.1 Study setting**

The research study was conducted at EP Jean Jean Depaepe Musambira in Musambira Sector, GS Rosa Mystica in Gacurabwenge Sector and GS Gihara in Runda Sector in Kamonyi District. The schools were chosen due to their role in promoting inclusive education in Kamonyi District and the close collaboration with the parents of the students with disabilities.

### 3.2.2 Research population

For this study, the research population included 169 respondents who were divided into four (4) categories namely 3 head teachers, 70 teachers, 53 students with SEN and 43 parents of children with SEN.

### 3.2.3 Sampling strategies and sample size

Regarding the sampling techniques, purposive sampling was used on the four categories of respondents as it is a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data". Thus 3 head-teachers, 30 teachers, 6 parents, and 18 students with SEN participated as we could not reach all in the population due to time and resources limitations. By selecting 18 students, the researcher based on the primary section; 3 head teacher and 30 teachers were selected in order provide their opinion on their attitude towards inclusive education, challenges faced and opportunities they have while implementing inclusive education.

In addition, 6 parents were selected in order to provide their opinion on the challenges they face while sending their children to school and the opportunities that might be there for their children.

**Table 3. 1 Target population**

<b>School</b>	<b>Headteacher</b>	<b>Teachers</b>	<b>Parents</b>	<b>SWDs</b>
EP Jean Depaepe Musambira	1	15	20	26
G.S. Rosa Mystica	1	26	10	12
G.S. Gihara	1	29	13	15
<b>Total</b>	<b>3</b>	<b>70</b>	<b>43</b>	<b>53</b>

*Source: Primary data*

**Table 3. 2 Sample size**

<b>Category</b>	<b>Population</b>	<b>Sample size</b>	<b>Participants</b>
Head-teachers	3	3	3
Teachers	70	30	30
Students with Disabilities	53	18	17
Parents	43	6	5
<b>Total</b>	<b>169</b>	<b>57</b>	<b>55</b>

*Source: Primary data*

### **3.2.4 Research instrument**

During this research, questionnaires, interview and observation were used to collect data. Questionnaires comprised both closed and open questions to obtain primary information from the head-teachers and teachers once the respondents are literate and able to put their ideas on a paper. The questionnaire was found important because it can reach a wide audience in a short time and is cheap. Interviews were administered to students and parents at schools. Closed and open questions were designed in a way which suits each respondent. Unstructured observation was held to support information from interviews and questionnaires.

### **3.2.5 Procedure for data collection**

Before data collection, the researcher got permission and appointment through the District and schools. During data collection, questionnaires, interview and observation were used. Respondents were accorded privacy in responding and their anonymity was reserved.

During the data collection, the researcher brought the questionnaires to respondents where three day period was given to complete them. The questionnaires were accompanied by a letter to school from UR-CE requesting schools to facilitate the researcher collect data. This has an advantage that respondents would be given privacy in responding and their anonymity would be protected.

### **3.2.6 Description of data analysis**

LeCompte (1999) defines data analysis as the process a researcher uses to reduce data to a story and its interpretation. In this respect, narrative and performance analysis were involved. This technique consists of discovering repeated similarities in people's stories. Similar information were categorized and grouped together in a table to give a summary of results in percentages using Microsoft Excel.

According to Burns (2000) data analysis is defined as categorizing, manipulating and summarizing of data in order to obtain answers to the research questions. The study employed descriptive statistics to analyze the data obtained as numerical summaries using frequencies and percentages. Also tables and percentages were employed to analyze the data.

## **3.3 Position of the researcher**

All categories of participants were given attention because being inclusive education touches everybody; each group represents part of society in their respective part. To distribute the questionnaires, hardcopies were prepared considering the number of participants and concerning questions to each group and the researcher reached each participant personally and took appointment to collect them because respondents could fill them at home within the range of two to three days. This gave them sufficient time to fill questionnaire with due attention and giving them ample time increased the authenticity of their response. For the students with hearing impairment, the researcher looked for a regular students or a teacher to interpret for them.

## **3.4 Validity and reliability**

Validity refers to the extent to which an instrument measures what it is supposed to measure (Uys & Basson, 1991: 80). For this, the researcher conducted the pilot study by distributing 3 questionnaires among teachers of EP Jean Depaepe Musambira in order to verify if the questionnaire is not difficult, complicated to answer, having errors. Therefore, after considering respondents' comments and corrections some elements were modified.

While reliability refers to the extent that the instrument produces the same results over multiple trials.

The reliability of our questionnaire has been measured by comparing the answers given by the respondents to check if it was consistently set. If we realized that there was no problem, we maintained our research instrument and then it has been later distributed among the chosen population.

### **3.5 Ethical issues**

Mantzorou (2011) highlights major ethical issues that govern the research including making consent with respondents, respect for anonymity, confidentiality and respect for privacy. Before collecting data, the researcher informed the respondents about the research, its purpose and what is expected from them and where the data collected will be used. Thus participants would choose whether or not to participate in the study. Data from participants were held in strict confidentiality to protect their anonymity. Participants would not mention their identity to avoid linking it to personnel responses. The data and pictures were only to be used for the research purpose and by the researcher.

### **3.6 Conclusion of the chapter**

In summary, chapter three talked generally about research design (which includes study setting, research population, sampling strategies & sample size, research instruments, data collection and data analysis), validity & reliability and ethical issues.

## **CHAPTER FOUR**

### **4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents the interpretations of the data gathered from the participants of students with different impairments, head-teachers, teachers and parents through a questionnaire, interview and observation. The data collected through interview and observation are completely analyzed and presented qualitatively and the data collected through questionnaire are presented in tables and percentages. The researcher arranged the data in different themes according to objectives fixed needed to be verified.

#### **4.2 Presentation, Analysis and Interpretation of findings**

##### **4.2.1 Practical challenges for the provision of inclusive education in visited schools**

This section presents the research findings on practical challenges for the provision of inclusive education. Thus, tables 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 summarize the findings on practical challenges for the provision of inclusive education in visited schools especially on understanding of IE, teacher training, availability of support services and resources, SEN assessment and IEP, teaching methodologies and curriculum and parents' and community involvement where D stands for "Strongly disagree & Disagree"; A stands for "Agree & Strongly agree" and F stands for "Frequency" respectively.

##### **A. Understanding of IE and attitude towards IE**

In order to find out the understanding of IE by teachers and head-teachers and finding out their attitude towards IE, some questions were asked. The data are shown in table 4.1.

Note that the attitude towards IE is said to be positive when a big number (50 % and above) of respondents support IE and it is said to be negative on the other hand.

**Table 4. 1 Understanding of IE and Attitude towards IE by teachers and head-teachers**

No	Item	Teachers' answers			Head-teachers' answers		
		D or A	F	%	D or A	F	%
1	Students with physical disabilities/ severe speech difficulties/severe disability/ severe hearing difficulties/ who cannot read normal print size create too many problems to permit inclusion	D	23	76.7	D	1	33.3
		A	7	23.3	A	2	66.7
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
2	Because special schools are better resourced to cater for special needs students, these students should stay in special schools	D	19	63.3	D	1	33.3
		A	11	36.7	A	2	66.7
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
3	Special needs students whose achievement levels in basic skills are significantly lower than their classmates should not be included in regular classrooms	D	23	76.7	D	2	66.7
		A	7	23.3	A	1	33.3
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Primary data (June, 2017)*

Regarding understanding and attitude of teachers about inclusive education, table 4.1 shows that only 23.3 % of teachers agreed that students with physical disabilities/ severe speech difficulties/severe disability/ severe hearing difficulties/ who cannot read normal print size create too many problems to permit inclusion compared to 66.7% of head-teachers who agreed with the statement. On the side of teachers this shows that their attitude towards students with disabilities is positive (76.7%) thus an opportunity to build on for IE implementation though the head-teachers' attitude tends to be negative (66.7%) and this could be a limitation for students with SEN.

Many teachers (76.7%) and head-teachers (66.7%) agreed that special needs students whose achievement levels in basic skills are significantly lower than their classmates should be included in regular classrooms. This implies the inclusive attitude yet there are some teachers (23.3%) and head-teachers (33.3%) whose attitude needs change.

In summary, this means that there are some teachers and some head-teachers whose attitude is not inclusive whereby a limitation for SWDs to learn.

### **B. Provision of training to teachers and their ability to teach in inclusive school**

The ability of teacher and their trainings were also among points focused on to evaluate the objective of practical challenges for the provision of inclusive education in visited schools. The findings are presented in table 4.2.

**Table 4. 2 Importance of teacher’s training in IE**

No	Item	Teachers’ answers			Head-teachers’ answers		
		D or A	F	%	D or A	F	%
1	The in Service Training in special needs help to cope with students with special needs	D	1	3.3	D	0	0
		A	29	96.7	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
2	Regular teachers are not trained adequately to cope with the students with SEN	D	14	46.7	D	2	66.7
		A	16	53.3	A	1	33.3
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Primary data (June, 2017)*

Though almost all the teachers understand the importance of training, regular teachers are not trained adequately. This is proved by a number of teachers (53.3%) who said that regular teachers are not trained adequately to cope with the students with SEN. This is

because all the teachers are not trained and those who are trained are not continuously trained and some leave the school after being trained. Consequently, having untrained teachers is a limitation for learners with SEN to learn due to the fact that regular teachers are not skilled in how to cope with students with SEN.

### C. Support services and Resources (Resource room, equipment and infrastructures)

The support services or other resources available at school were also checked by the researcher during the observation, interviews and in questionnaires. The data collected are summarized in table 4.3 below.

**Table 4. 3 Availability of support services and resources**

No	Item	Teachers' answers			Head-teachers' answers		
		D or A	F	%	D or A	F	%
1	The school has an equipped resource room to cater for students with SEN	D	20	66.7	D	1	33.3
		A	10	33.3	A	2	66.7
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
2	The school and class infrastructures and materials are availed and adapted to facilitate learners with SEN participate and learn	D	16	53.3	D	0	0
		A	14	46.7	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
3	The lack/insufficiency of appropriate materials for learners with special needs hinder them from learning	D	10	33.3	D	0	0
		A	20	66.7	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Primary data (June, 2017)*

According to table 4.3 concerning resource room, equipment and infrastructure; the and as it was observed by the researcher, the results show that most of the selected schools have resource room, but not well equipped as expected. In addition, there were no materials observed in the hands of students with special needs as well as the classroom teacher like special teaching aids.

The school and class infrastructures and materials are not availed to facilitate learners with SEN participate and learn. This is supported by only 46.7% of teachers who agreed that the school and class infrastructures and materials are availed and adapted to facilitate learners with SEN participate and learn. It is also supported by observation results where is was found that the classrooms, toilet rooms, building are accessible with ramps but leisure places are not accessible especially at G.S Gihara and EP Jean Depaepe Musambira where accessibility for those learners using wheel chairs is difficult. This is a big challenge for SWDs to access all the places easily as it is shown by the picture Fig. 4.1



*Source: Primary data (June, 2017)*

**Figure 4. 1 Different places like rooms or toilet at EP Jean Depaepe Musambira**

Except at G.S Rosa Mystica where the seating arrangement is a “U” form, the seating arrangement at other schools is in three rows with three desks by row and the width of the classroom is not wide enough to allow visually impaired students to move freely in the classroom and there is no gap between rows of desks. So the environment is not as conducive as expected and this is a limitation especially for learners with physical disabilities and those with visual impairment. Therefore this is a limitation for learners with SEN to learn and restricts them adequate support services.

#### **D. SEN assessment and IEP provisions**

For effective inclusion, a child with a SEN needs to be assessed. The researcher evaluated to find out if this was not among the challenges that those students encounter in schools visited. Table 4.4 summarizes the data collected.

**Table 4. 4 SEN assessment and IEP**

No	Item	Teachers’ answers			Head-teachers’ answers		
		D or A	F	%	D or A	F	%
1	Before a child with SEN is received at school an assessment is done by a special team trained for that	D	16	53.3	D	0	0
		A	14	46.7	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
2	After an assessment, an IEP for learners with SEN is developed to monitor their learning progress	D	16	53.3	D	0	0
		A	14	46.7	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Primary data (June, 2017)*

Table 4.4 demonstrates that SEN assessment and IEP are inadequately done given that only 46.7% of the teachers confirmed that before a child with SEN is received at school an assessment is done by a special team trained for that and that after an assessment, an IEP

for learners with SEN is developed to monitor their learning progress. This is a factor to limitation for learners with SEN because there will be neither services nor any other provisions needed for the child to be able to benefit from education once the assessment is not professionally done and IEP is not prepared. This is also supported by observations made where the SEN assessment is not as well as professional due to lack of SEN assessment skills. So, at most of the schools, the assessment simply states a child's disability rather than informing and guiding a child's development, learning and teaching and the IEP is not prepared.

### E. Teaching methodology and curriculum

The researcher also evaluated through questionnaires the teaching methodology of the schools visited. The data obtained are indicated in table 4.5.

**Table 4. 5 Teaching methodology**

No	Item	Teachers' answers			Head-teachers' answers		
		D or A	F	%	D or A	F	%
1	The current curriculum is accessible by all learners with SEN in their learning	D	16	53.3	D	2	66.7
		A	14	46.7	A	1	33.3
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
2	Adapting the exam questions and assessment procedures provide a room to participate in an inclusive classroom	D	16	53.3	D	2	66.7
		A	14	46.7	A	1	33.3
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Primary data (June, 2017)*

About the curriculum, only 46.7% of the teachers and 33.3% of the head-teachers agreed that the current curriculum is accessible by all learners with SEN in their learning. On the other hand, a big number of respondents disagreed with the statement. This means that according to them and as it was observed curriculum is not adapted nor modified depending on the type of disabilities. Concerning textbooks, no textbook in Braille was neither found nor any skilled person (specialist) in Braille to cater for blind students. Similarly 46.7% of the teachers and 33.3% of the head-teachers agreed that adapting the exam questions and assessment procedures provide a room to participate in an inclusive classroom. This is another challenge for SWDs once curriculum and exam questions are not modified nor adapted according to the needs and potential of students with special needs.

#### **F. Parents' and community involvement**

The involvement of parents and community was also examined. The findings are presented in table 4.6

**Table 4. 6 Parents' involvement**

No	Item	Teachers' answers			Head-teachers' answers		
		D or A	F	%	D or A	F	%
1	It is not easy for the school to involve parents to support their children learning	D	16	53.3	D	2	66.7
		A	14	46.7	A	1	33.3
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
2	The school work closely with the learner's parents and this makes them assist in and out of school	D	2	6.7	D	0	0
		A	28	93.3	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Primary data (June, 2017)*

From table 4.6 it is clear that it is not easy for the school to involve parents to support their children learning. This is attested by teachers (46.7%) and head-teachers (33.3%) who agreed that it is not easy for the school to involve parents to support their children learning and it is a limitation for those learners once there are a big number of respondents who find it difficult to involve parents in their learners learning. This is a challenge to the SWDs because if the parents are not involved they will not know where to assist their children.

### **G. Partial conclusion**

As partial conclusion, the researcher affirms that there are practical challenges found for the provision of inclusive education in the visited schools. Among them we note negative mindset/attitude: the observation noted that there are some students, teachers/head-teachers and parents who consider having children with disabilities as a curse. Untrained head-teachers, teachers and parents, lack of some special skills: at most of the visited schools people lack skills in sign language as it was reported by some teachers: lack of appropriate materials/facilities, inaccessible school facilities etc.

#### **4.2.2 Practical opportunities and innovations for the implementation of inclusive education in schools**

The researcher also evaluated the second objective which concerned the evaluation and identification of practical opportunities and innovation that should be found at schools visited for provision of inclusive education. Table 4.7 gives an overview of the data collected.

### **A. Benefits that SWD have in attending inclusive education schools**

Attending inclusive education school is one of the benefits that SWDs have. This is shown by the table below

**Table 4. 7 Benefits that SEN provide to students in inclusive schools**

No	Item	Teachers' answers			Head-teachers' answers		
		D or A	F	%	D or A	F	%
1	Students with disabilities benefit academically and socially from inclusion	D	1	3.3	D	0	0
		A	29	96.7	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
2	Regardless of whether the parents of regular students object to inclusion, the practice should be supported	D	1	3.3	D	0	0
		A	29	96.7	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>
3	Through cooperative learning there is progress within both the academic and social areas for both learners with and without SEN	D	7	23.3	D	0	0
		A	23	76.7	A	3	100
		<b>Total</b>	<b>30</b>	<b>100</b>	<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Primary data (June, 2017)*

Most of the respondents (96.7%) agreed that students with disabilities benefit academically and socially from inclusion. This indicates that both teachers and head-teachers understand the importance of IE to students with disabilities which is very positive and this is an opportunity for learners with SEN to be included in regular schools. For the question if the inclusion practice should be supported, 96.7% of the teachers and 100% of head-teachers agreed that regardless of whether the parents of regular students object to inclusion, the practice should be supported. This demonstrates the way teachers and head-teachers comprehend and implement inclusive education.

According to table 4.7, most of the respondents agreed that through cooperative learning there is progress within both the academic and social areas for both learners with and without SEN. This is supported by teachers (76.7%) and head teachers (100%) who agreed with the statement. This understanding of teaching strategy is an opportunity for learners

with SEN to learn. As it was also observed, all teachers in the observed class try to use different teaching techniques like group work, peer learning among students where students with special needs are involved in all activities. Peer learning and cooperative learning techniques are encouraged even by the school since, to each CWD a friend or a team of learners is assigned by the school to help and care for them. The following picture shows how the peers integrate SWD by playing with them.



*Source: Primary data (June, 2017)*

**Figure 4. 2 A CWD playing "AGATI" with peers**

All these photographs show how SWDs benefits from inclusion and how their peers cater for them for their participation in school activities.

Another question regarding the benefits those students should have in inclusive school regarded support service that CWD receive as it is presented in the table 4.8.

**Table 4. 8 Support services received by SWD at school**

<b>Question</b>	<b>Students' answers</b>
What kind of supports do you get from school that help you achieve your goals? Vuga ubwoko bw'ubufasha uhabwa ku ishuri bugufasha kugira icyo ugeraho	Physiotherapy

*Source: Primary data (June, 2017)*

Table 4.8 shows that the support service SWDs got to school is mainly physiotherapy and this is an opportunity to learn because it helps students with physical disabilities perform academically and socially. However, as it was observed, it is a limitation for the remaining SWDs who really need other support services depending on the type of disabilities.

### **B. Parents' involvement in sending their children with disabilities in inclusive schools**

This part is related to the results obtained from interview of five parents of the learners with disabilities. The following tables recapitulate the findings on the parents' attitude and involvement, SEN assessment and IEP, training of parents in inclusive education.

**Table 4. 9 Parents' involvement in inclusive education for children with disabilities**

<b>Question</b>	<b>Parents' answers</b>
1. How do you assist your child at home? (Wita gute ku burere bw'umwana wawe? Umufasha ute mu rugo?)	Do hygiene, provide food, clothes, etc. Teach the child to walk, do physiotherapy.

<p>2.How did you decide to send your child to school? (Ni iki cyaguteye gufata umwanzuro wo kujyana umwana wawe ku ishuri?)</p>	<p>-By the parents themselves because they knew, through sensitization, that children with disabilities have right to education like regular children</p> <p>-By the child's eagerness by following others to school</p> <p>-By experience of a neighbor who has sent his child to school</p>
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*Source: Primary data (June, 2017)*

According to table 4.9, regarding the way they assist their children at home, parents assist their children in providing food, clothing, and personal hygiene and teach them how to walk and physiotherapy to those with physical disabilities. Considering also answers to item no 2, it shows that parents are committed and involved in their children's education and according to the observations, some parents are aware of inclusive education and have positive attitude towards CWDs and the schools collaborate with the local authorities, community and parents.

For example parents and adults are involved in physiotherapy services and make some materials together to support learners, parents plan together into clusters with neighboring schools, they train other schools and community and the Sector of Musambira has helped in enabling the entrance of EP Jean Depaepe (route to school). This is supported by the findings in table 4.6 where teachers (93.3%) and all head-teachers (100%) agreed that the school work closely with the learner's parents; this makes them assist in and out of school and this is an opportunity for learners with SEN to participate and learn once they are considered and catered for at home.

The pictures below show some materials manufactured by parents using available local materials when there is a limited resource. Both materials help children with physical disabilities.



*Source: Primary data (June, 2017)*

**Figure 4. 3 A material manufactured by parents to support SWDs**

### **C. Importance of the school to CWDs**

This section is about the information obtained through interview with parents on the importance of school to their children by considering the changes they observe.

**Table 4. 10 Importance of the school**

<b>Question</b>	<b>Parents' answers</b>
3.What are the changes do you observe since you have sent your child to school?(Socially, academically) (Ni izihe mpinduka ku mwana wawe nyuma yo kumujyana ku ishuri?	<ul style="list-style-type: none"> <li>-The child socializes with other children and family members with confidence,</li> <li>-The child is happy</li> <li>-The child is able to walk</li> <li>-The speech of the child is improving</li> <li>-The child holds a pen and write down something</li> </ul>

*Source: Primary data (June, 2017)*

About the changes observed after parents have sent their children to school, according to the table above, it is evident that changes are many such as academic changes, social changes and other developmental changes. One parent said “The child could not write but now she can”. Another parent said “After getting to school the child socializes with other children and family members with confidence and is happy” etc. These changes are the results of being an inclusive school where CWDs are enrolled and attend regularly.

The following key points were observed for verification of the second objective regarding identification of practical opportunities and innovations for provision of inclusive education in school visited are as follow:

➤ **Availability of trained teacher and head-teacher in inclusive education**

The schools visited have teachers and head-teachers that are aware of inclusive education. Some have received trainings on how to cater for children with SEN. Considering teachers’ knowledge about inclusive education and their behavior towards SWD it was noted that they are inclusive. In addition, school staff responsibility plays a great role in promoting inclusion.

➤ **Peer support among students and cooperative learning**

At the visited schools, students without SEN are assigned to help and support their peers with SEN either in pairs or in groups where students interact with each other. This practice helps the learners with special needs participate in their learning.

➤ **Collaboration with local authorities and community**

Local authorities and community collaborate with schools by organizing and participating in different activities like for example through community work (Umuganda) to improve the available infrastructures. Through this collaboration, students can get access to school.

➤ **Parents' involvement**

Parents are involved in their children education by providing clothes, food and school materials, by helping them at home and participating in different activities at school as said one head-teacher: “Some parents help in physiotherapy for children with physical disabilities”. Hence, when schoolwork involves parents, students learn more as parents and other caregivers are a child's first teachers and can instill values that encourage school learning.

➤ **Creation of VGPIEK**

This is a Volunteers Group for the Promotion of Inclusive Education in Kamonyi District. Through VGPIEK people are sensitized on inclusive education and inclusive practices. It is by this group where attitudinal changes of some people are observed.

➤ **Presence of CEFAPEK**

This is a training centre “Centre de Formation Agricole et de Petit Elevage de Kamonyi” and rehabilitation center which trains parents and provides some equipment for physiotherapy to inclusive schools in Kamonyi District. The creation of this center has made changes in the lives of children with SEN and most of the children and youth have joined school as said by one of the parents.

➤ **School accessibility**

Some schools with their surroundings are accessible with ramps such that students with mobility disabilities can move easily though there are some other schools which are not definitely accessible; classrooms are accessible but playgrounds are not accessible. When the school is accessible, students are motivated to move, explore and attend different activities.

**Partial conclusion**

To conclude, it was found out that the mentioned factors to inclusion are the opportunities for learners with SEN that are in place (the fact of being inclusive school in the District,

peer support among students and cooperative learning, collaboration with local authorities and community, parents' involvement, creation of VGPIEK, presence of CEFAPEK, School accessibility and Trained teachers) to implement IE and they are to be encouraged and promoted. They can be the foundation on which inclusive education is based. Thus the second objective has been achieved and verified.

#### **4.2.3 Possible solutions and strategies for provision of inclusive education in Rwandan schools**

To the challenges and limitations as found in the first objective of this research, solutions were suggested by the respondents. These are continuous trainings on inclusive practices related to how to cope with different types of disabilities to teachers and parents after finding out that at most of the visited schools people lack skills in sign language as it was reported by one teacher: *“lack of sign language skills hinders hearing impaired learners from interacting with the teacher”*.

From this case, learners are helped by their classmates using their own unprofessional way of communication. When it comes to visually impaired students, there is lack of Braille and skilled personnel to help learners participate and learn. So the possible solution to overcome this ‘lack of some special skills’ is to provide related training. The table 14 gives an overview of how training should improve the situation.

## A. Trainings

**Table 4. 11 Trainings**

Question	Parents' answers
<p>1.How did the training in special needs help you to cope with children with disabilities? Ni gute amahugurwa wahawe mu kwita ku burezi bw'abana bafite ubumuga yagufashije mu guteza imbere uburezi bw'umwana wawe?</p>	<p>Parents (a small number) who received training: "I have changed my attitude that CWDs are educable and they have right to education".</p>
<p>2.As a parent/guardian of a child with a disability, I would like to receive training in the following area(s): Nk'umubyeyi/umurezi w'umwana ufite ubumuga, nifuzaga guhabwa amahugurwa mu bintu bikurikira:</p>	<p>Training in Sign language, training on how to care for children with mental problems, behavioral problems etc) More trainings on physiotherapy</p>

**Source: Primary data**

With reference to how the training in special needs helped parents to cope with children with disabilities, table 4.11 shows that parents who attended training , said that after they had received training, their attitude towards disabilities has positively changed. Example of a parent's speech: *"Before I believed that CWDs are uneducable but after the training received I am aware that CWDs are educable and these have right to education before the training"*. Due to its importance, parents would like to receive training in different fields depending on the type of their children's disabilities (training in sign language, training on how to care for children with mental problems, behavioral problems, more training in physiotherapy etc). Lack of training in SNE is a limitation for learners with SEN that need to be addressed.

**B. Provision of appropriate materials with a well-equipped resource room in order to guide students with SEN:** as it was reported by teachers and head-teachers, SWDs lack appropriate materials and equipment to participate. For example during free time CWDs interact with their peers in the classroom but still lack appropriate playgrounds and equipment to do some sports. This was especially observed at EP Jean Depaepe Musambira and GS Gihara where children with mobility disabilities stay in the classroom due to the inaccessibility of the playground. Therefore, learners with physical disabilities will not have the opportunity to benefit from materials in their learning and development if there is no improvement.

**C. Reduce class size with manageable number of students in order to enable small group teaching and individualized teaching:** During our research some respondents especially SWDs reported that teachers do not have enough time for CWDs because of many students in the classroom. This leads to poor quality of inclusive education in the schools.

**D. Avail a sign language specialist for interpretation services:** During the research, it was noted that the schools do not have specialist in sign language to help students with hearing disabilities and these are left behind in the learning and teaching process.

**E. Change of our Mindset through sensitization and raising awareness campaigns on IE (the parents, teachers, students and community):** establish a partnership system among sources of support including URCE/SNE school because the observation noted during this research showed that there are some students, teachers/head-teachers and parents who consider having children with disabilities as a curse. For example, one of the parents reported: “there are parents who still think that children with disabilities are uneducable”. This kind of behavior hinders children with SEN from accessing school because their parents do not expect any change in them. The possible strategy is then to put force or emphasize on mindset change.

### **Partial conclusion**

To conclude, possible solutions and strategies for provision of inclusive education in our schools were suggested by the respondents (teachers, head-teachers, parents and students). For that reason, the third objective of the study was achieved.

### **4.3 Conclusion of the chapter**

In summary this chapter presented the results collected during the research. It was noted that the objectives set were achieved and verified.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes findings and presents recommendations to different concerned parties. Additionally, it brings out suggestions for further studies.

#### **5.2 Summary**

This study entitled “The Education Sector Strategic Plan (ESSP) and inclusive education: Analysis of limitations and opportunities for learners with Special Educational Needs” in Kamonyi District was guided by the following specific objectives:

1. Identify the practical challenges/limitations to the implementation of inclusive education in schools
2. Identify the practical opportunities and innovations for provision of inclusive education in schools
3. Suggest possible solutions and strategies for provision of inclusive education in Rwandan schools

The study employed a sample size of 57 respondents selected from three inclusive schools but only 55 participated; 33 responded to questionnaire and 22 did interview. After data collection tables were used to present and interpret data.

#### **5.3 Conclusions**

The purpose of this study was to analyze the limitations, opportunities and strategies for appropriate provision of inclusive education to learners with SEN in Rwanda as a component of ESSP 2013/2014-2017/2018. The findings of the study have revealed that inclusive education is not effective in all the schools this study covered. Moreover, the results have shown that concerning the schools used in the study only one (G.S Rosa Mystica) is inclusive with many opportunities to build on for a better inclusive education practice and the remaining schools are not real inclusive schools (EP Jean Depaepe Musambira and G.S Gihara).

The findings have also revealed that there are few opportunities and strategies for learners with SEN to learn. These are inclusive attitude of a big number of teachers, students and some parents, parents' involvement, accessibility of classrooms in some schools, peer learning and peer support among learners, adaptation of the chalkboard to the height of learners and those using wheelchairs, physiotherapy service prepared and offered by parents and the fact of being inclusive schools.

On the other hand, limitations are still many. These are: some parents' negative attitude towards students with disabilities, irregular trainings, inaccessible playgrounds and some other places, lack/shortage of special educational and equipment in the resource room, large class size, lack of skilled personnel in sign language, lack of preparation of IEP for students with SEN, and, no adaptation/modification of exercises and exams

As this is the last year of ESSP 2013/2014-2017/2018 implementation, below are recommendations for improvement of inclusive education.

## **5.4 Recommendations and suggestions**

From the study findings, after identifying the challenges and limitations for learners with SEN to learn, the researcher suggested the following recommendations in order to build on the existing opportunities for learners with SEN towards inclusive education in Rwandan schools:

### **MINEDUC and REB**

- In collaboration with MINISANTE, avail medical services at school level for learners with SEN at least once a month
- Capacity building of teachers, head-teachers and parents through continuous practical trainings on how to cope with children with different disabilities should be offered by any agency

- Ensure the availability of special/appropriate educational materials and equipment in the library and resource room of inclusive schools with the necessary materials to provide the service needed for learners with SEN. This goes with monitoring of the implementation of IE and use of those materials.

### **Districts and local authorities**

- Avail a significant number of inclusive schools so that children with SEN do not travel for a long distance

### **Schools**

- Prepare IEP for learners with SEN. If not, the real essence of addressing the individual needs of each student will be deficient. Thus, the school should organize IEP meeting for each child and parents of the child should be involved.

## **5.5 Conclusion of the chapter**

This chapter summarizes all the chapters with some conclusions related to the study findings. Some recommendations and suggestions are given to different stakeholders for a better inclusive education implementation and finally limitations and strengths faced during the research period were put out.

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# APPENDICES

## Appendix 1. Research authorization



**COLLEGE OF EDUCATION**  
*School of Education of SISNE*

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,



**Re: ILIJANAMARIYA Eugenie (216358574)**

The School of Inclusive and Special Needs Education offers a Masters Degree in Special Needs Education. As part of the academic requirements students must write their dissertation on a topic of their choice after conducting a research study.

In order to facilitate them complete their studies we seek for your cooperation in allowing the above named student conduct his research on the topic:"

*The Education Sector Strategic Plan (ESSP) and Inclusive Education:  
A critical Analysis of Limitations and Opportunities of learners with SE*

to collect data in your Institution /Organization. This will enable the student to write his dissertation.

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

Thank you for your cooperation

Sincerely yours

Done at UR-CE on 19/05/2017

Signed

Dr. Evariste KARANGWA

Dean, School of Inclusive and Special Needs Education

Email: karangwa28@gmail.com

Tel: 0785489767/ 0739140377



## Appendix 2. Questionnaire for teachers/headteachers

**Age:**                      **Sex:**                      **Qualification:**                      **Teacher/Headteacher**

A. Please circle the most appropriate response at the right of each statement that reflects your personal opinion

**1: Strongly Disagree      2: Disagree      3: Agree      4: Strongly Agree**

1	Students with physical disabilities/ severe speech difficulties/severe disability/ severe hearing difficulties/ who cannot read normal print size create too many problems to permit inclusion	1	2	3	4
2	Because special schools are better resourced to cater for special needs students, these students should stay in special schools	1	2	3	4
3	Special needs students whose achievement levels in basic skills are significantly lower than their classmates should not be included in regular classrooms	1	2	3	4
4	Students with disabilities benefit academically and socially from inclusion	1	2	3	4
5	Regardless of whether the parents of regular students object to inclusion, the practice should be supported	1	2	3	4
6	The in Service Training in special needs help to cope with students with special needs	1	2	3	4
7	Regular teachers are not trained adequately to cope with the students with SEN	1	2	3	4

8	The school has an equipped resource room to cater for students with SEN	1	2	3	4
9	The school and class infrastructures and materials are availed and adapted to facilitate learners with SEN participate and learn	1	2	3	4
10	The lack/insufficiency of appropriate materials for learners with special needs hinder them from learning	1	2	3	4
11	Before a child with SEN is received at school an assessment is done by a special team trained for that	1	2	3	4
12	After an assessment, an IEP for learners with SEN is developed to monitor their learning progress	1	2	3	4
13	Through cooperative learning there is progress within both the academic and social areas for both learners with and without SEN	1	2	3	4
14	The current curriculum is accessible by all learners with SEN in their learning	1	2	3	4
15	Adapting the exam questions and assessment procedures provide a room to participate in an inclusive classroom	1	2	3	4
16	It is not easy for the school to involve parents to support their children learning	1	2	3	4
17	The school work closely with the learner's parents and this makes them assist in and out of school	1	2	3	4

B. In your own words:

1. What are the factors that could be promoting exclusion of children with disabilities (if any) at your school?-----

2. What are the factors that could be promoting inclusion of children with disabilities (if any) at your school?-----

-----  
-----

3. Is there any challenges to inclusion implementation at this school? What could be the strategies to overcome them?-----

-----  
-----

Thank you for your cooperation.

### Appendix 3. Interview questionnaire for students

1. How are you catered for at home? Mu rugo bakwitaho gute?  
\_\_\_\_\_
2. How do you get to school? (Ugera ute ku ishuri?)  
\_\_\_\_\_
3. What happens when you are with your mates/friends? Iyo uri kumwe n'abandi bana mwigana (badafite ubumuga) bagufata gute?  
\_\_\_\_\_
4. How often do you attend school?( Every day, two or more times a week, other) Witabira kujya ku ishuri gute?(Buri muni, nibura iminsi ibiri mu cyumweru)  
\_\_\_\_\_
5. How important is school in your life? (Very important, fairly important ,Not very) Mu buzima bwa we ishuri rigufitiye umumaro ku kihe kigero? Bifite umumaro cyane, gahoro, nta mumaro  
\_\_\_\_\_
6. What kind of supports do you get from school that help you achieve your goals? Vuga ubwoko bw'ubufasha uhabwa ku ishuri bugufasha kugira icyo ugeraho  
\_\_\_\_\_
7. What barriers might get in the way of accomplishing your studies/classes? Ni izihe nzitizi uhura nazo mu kugera ku ntego zawe?  
\_\_\_\_\_
8. What can you, the school, your family, and other agencies do to promote inclusive education? Ni iki cyakorwa kugirango gahunda y'uburezi budaheza irusheho kunozwa? Intego zawe zigerweho uko ubyifuzwa?  
a) Wowe  
\_\_\_\_\_

b) Ishuri ryawe

---

Umuryango wawe

c)

---

d) Izindi nzego

---

## Appendix 4. Interview questionnaire for parents

1. How do you assist your child at home?  
(Wita gute ku burere bw'umwana wawe? Umufasha ute mu rugo?)  

---
2. How did you decide to send your child to school?  
(Ni iki cyaguteye gufata umwanzuro wo kujyana umwana wawe ku ishuri? Yari afite imyaka ingahe?)  

---
3. What are the changes do you observe since you have sent your child to school?(Socially, academically)  
(Ni izihe impinduka ku mwana wawe nyuma yo kumujoyana ku ishuri?)  

---
4. Before sending your child to school, was any assessment done? By who?  
(Mbere yo kujyana umwana wawe ku ishuri hari isuzuma ryamukorewe? Ryakozwe nande? Sobanura  

---
5. How did the IEP team encourage your participation to your child's education?  
Ni gute abagize itsinda ryo gutegurira umwana ryaguteye imbaraga zo kwita ku burezi bw'umwana wawe?  

---
6. How did the training in special needs help you to cope with children with disabilities?  
Ni gute amahugurwa wahawe mu kwita ku burezi bw'abana bafite ubumuga yagufashije mu guteza imbere uburezi bw'umwana wawe?  

---

7. What do you think are factors that could be promoting the inclusion at your child's school?

(Ni izihe mpamvu zatuma abana bafite ubumuga badahezwa muri iri shuri?)

---

8. What do you think are the factors that could be promoting the exclusion at your child's school?

(Ni izihe mpamvu zatuma habaho ihezwa ry'abana bafite ubumuga kuri iri shuri?)

---

9. As a parent/guardian of a child with a disability, I would like to receive training in the following area(s):

Nk'umubyeyi/umurezi w'umwana ufite ubumuga, nifuzaga guhabwa amahugurwa mu bintu bikurikira:

---

## Appendix 5. Observation check list tool

Areas of observation	What to observe in each area	Observations noted
School environment	Furniture arrangement Specific seating arrangement Accessible school compound (classrooms, toilet rooms, leisure places buildings, textbooks...)	
Inclusive practices	Responsibility and shared ownership Family and community involvement Planning together time/collaborative practices Adults working together to support learners	
Resource room and other learning/teaching facilities	Is a resource room there? How is the resource room equipped? Does it have a resource room master? Is the resource room used?	
Teaching approaches	Adapted curriculum and textbooks Peer learning/Peer teaching Cooperative learning/ teaching Teaching tools/materials by improvisation using	

	local available materials	
Support services	<p>What are the support services available at school?</p> <p>Medical diagnostic service?</p> <p>Physiotherapy services?</p> <p>Counseling services?</p> <p>Does the school community give special services for learners with SEN? How?</p>	
Assessment and IEP	<p>Is there any early identification and assessment services?</p> <p>Do all CWDs have IEPs?</p> <p>How often is an IEP meeting ?</p>	
Enrolment /attendance rate	Daily attendance for CWDs (once or twice a week, three times or more a week)	

## Appendix 6. Recommendation from the Head-teacher

Ikigo cy'ishuri cya JEAN Depaepe

Umurenge wa Musambira

Akarere ka Kamonyi

Icyemezo gitanga uburenganzira

Twebwe Ubuyobozi bw'ishuri rya Jean Depaepe, duhaye uburenganzira UWAMARIYA Eugénie n' UWIMBABAZI Lydie gukorera ubushakashatsi kuri gahunda y'uburezi budaheza ( Inclusive education) ku kigo cyacu ndetse no gufata amafoto yose bifuzwa

Bikorewe kuri Jean Depaepe ku wa 16/06/2017

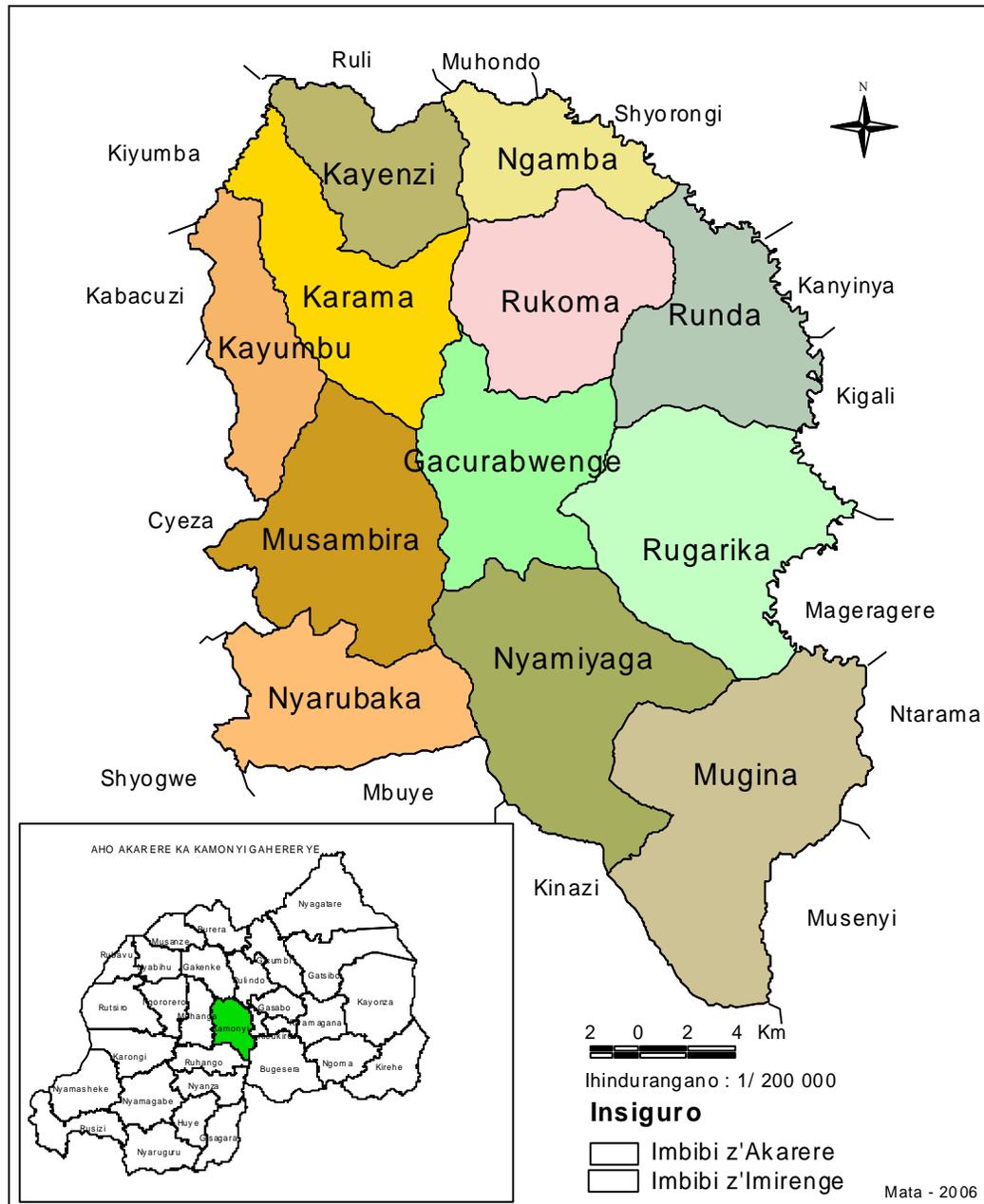
Umuyobozi w'ishuri Jean Depaepe

MUJAWAMARIYA Drocelle

*Pb kayiza*  
*Responsable*

The stamp is circular with the text "MINI-ÉCOLE PRIMAIRE JEAN DEPAEPE" around the perimeter. In the center, there is a logo featuring a book and a torch. A handwritten signature in blue ink is written over the stamp.

# Appendix 7. Map of Kamonyi District



Source: Internet-March, 2017