

**THE CONTRIBUTION OF COMMUNITY BASED REHABILITATION IN
INCLUSION OF LEARNERS WITH PHYSICAL DISABILITY IN NYANZA DISTRICT
IN RWANDA**

BY

GATETE ELIAS



**A Thesis submitted in Partial Fulfilment of the Requirements of the Degree of Master of
Education in Inclusive Education**

School of Inclusive Education

College of Education

University of Rwanda

October, 2024

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DECLARATION

I, GATETE Elias confirm that this thesis is my original work and has never been submitted to any university for awarding a degree or other award.

GATETE Elias, Registration Number: 221028425

Date: October 11, 2024.

DECLARATION BY THE SUPERVISOR

The signatory below confirms that this thesis with the title “The Contribution of Community Based Rehabilitation in Inclusion of Learners with Physical Disability in Nyanza District of Rwanda” has been recommended.

Name: Prof. KARANGWA Evariste

Date: October 11, 2024.

DEDICATION

This thesis is dedicated:

To the Divine Creator,

To my cherished spouse, NDATIMANA Eugenie,

To my family members including parents, siblings, and relatives,

To all my companions and acquaintances.

ACKNOWLEDGEMENTS

I extend my heartfelt gratitude to my supervisor, Prof. KARANGWA Evariste, whose unwavering support and professional guidance were instrumental in the completion of this thesis.

I am deeply thankful to my family for their continuous support and encouragement throughout my studies at UR-CE, which has been invaluable in my academic journey.

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ABSTRACT

The research titled "The Contribution of Community Based Rehabilitation in Inclusion of Learners with Physical Disability in Nyanza District of Rwanda" is driven by the exclusion of students with physical disabilities in Nyanza District. This underperformance signifies an insufficient application of modern teaching methodologies, among other factors. To solve the problem of poor performance, the study (1) to identify the level of community-based rehabilitation in secondary schools of Nyanza District in Rwanda, (2) to examine difficulties experienced by learners with physical disability in Nyanza district in Rwanda, (3) to clarify contribution of Community-Based Rehabilitation in inclusion of learners with physical disability to education in Nyanza district in Rwanda. The study targets Deans of Studies, Head Teachers, teachers, and students from selected secondary schools in Nyanza district, Rwanda. A total sample of 5 Deans of Studies, 5 Head Teachers, 5 teachers, and 15 students has been selected from 5 secondary schools in Nyanza district using a purposive sampling technique. Data collection involved the utilization of interview guides, direct observations, and documentation. The collected data were analyzed and interpreted using qualitative approaches. The study's findings shed light on the current status of community-based rehabilitation (CBR) in secondary schools within Nyanza District, Rwanda, revealing a concerning low level of implementation. This is attributed to various factors such as negative attitudes towards Persons with Disabilities (PWDs), insufficient provision of functional rehabilitation services, limited empowerment opportunities for PWDs, and the lack of a welcoming and accessible school environment. Additionally, the research highlights the significant challenges faced by learners with physical disabilities in the district, including issues related to physical accessibility, lack of disability awareness, absence of tailored support, and complexities in the accommodation process. Despite these challenges, the study emphasizes the pivotal role of CBR in fostering inclusion by providing personalized support, raising awareness among stakeholders, establishing partnerships, and enhancing physical accessibility. The recommendations underscore the urgent need for collaborative efforts among education sectors to elevate the implementation of CBR across all schools in Rwanda, aiming to ensure the comprehensive inclusion of students with diverse disabilities.

Key words: *rehabilitation, community based rehabilitation, inclusion and physical disability*

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LIST OF ACRONYMS AND ABBREVEATIONS

APDK: Association for Physically Disabled of Kenya

C.X.R: College du Christ-Roi

CBR: Community Based Rehabilitation

EFA: Education for All

G.S.: Groupe Scholaire

IE: Inclusive Education

ILO: International Labour Organization

LUPD: Union for People with Disabilities

MINALOC: Ministry of Local Governance

PWDs: Persons with Disabilities

UN: United Nations

UNCRPD: United Nations Convention on the Rights of Persons with Disabilities

UNDP: United Nations Development Programme

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

WHO: World Health Organization

CHAPTER ONE: INTRODUCTION

1.0 Introduction

According to (Kidd, 2019), students with disabilities in Rwanda are facing different hindrances that are affecting their education achievement. (WHO, 2021) reports that community based rehabilitation (CBR) is indispensable in ensuring inclusion of people with disabilities. This has motivated the researcher to conduct this study in order to assess the contribution of community-based rehabilitation in inclusion of learners with physical disability to education in Nyanza District in Rwanda. The first chapter focuses on general information relating to the research to be conducted. This chapter is divided into sub-sections that include the background of the study, problem statement, research objectives, research questions, significance of the study, limitations of the study and the scope of the study and organization of the study.

1.1 Background of the Study

Community-Based Rehabilitation (CBR) is defined as a strategy aimed at fostering equality and social integration for all individuals with disabilities, regardless of their circumstances (UNESCO, 2015). The World Health Organization (WHO) developed the CBR strategy in 1978 to assist those with disabilities. Over time, it evolved into Community-Based Inclusive Development (CBID) after the Alma-Ata declaration in 1978. The transition from CBR to CBID aimed to improve the quality of life for people with disabilities and their families, meet their basic needs, and ensure their inclusion and participation. When CBR was first introduced, its focus was on developing countries, where the inclusion of people with disabilities was virtually nonexistent, with only a small fraction not being excluded (Asibi et al., 2016). Fatima (2016) states that CBR was first implemented in the early 1980s to assist individuals with disabilities in third-world countries. In subsequent years, CBR expanded and reached developed nations.

WHO (2021) defines physical disability as a long-term impairment of one or more body systems, leading to reduced physical functioning, mobility, dexterity, or endurance. This impairment limits a person's ability to perform everyday tasks such as walking, moving, sitting, standing, using hands

and arms, and controlling muscles. People with disabilities have faced long-standing marginalization, particularly in developing countries, which has prompted a shift towards inclusion. In the 1970s, Europe introduced strategies for including individuals with disabilities in all activities. In the United Kingdom (UK), the Chronically Sick and Disabled Persons Act of 1970 granted people with disabilities equal legal rights, allowing them to engage in activities permitted for non-disabled individuals (Shpigleman & Gill, 2014).

In 1981, the United Nations (UN) declared the International Year of People with Disabilities. Despite organizing various events for this initiative, many were not attended by individuals with disabilities. By 1992, people with physical disabilities in the UK organized a protest to demand their rights, blocking traffic with their wheelchairs. Though the police initially arrested them, they were released due to a lack of applicable punishment (Sightsaver, 2018). This demonstration highlighted to the world the struggles of people with disabilities, who lacked adequate support. It was not until 2006 that the UN adopted the Convention on the Rights of Persons with Disabilities to safeguard their rights. Since May 2008, individuals with disabilities have been increasingly recognized as equal members of society rather than objects of sympathy. This historical overview leads to the question: "Where are we now in terms of the inclusion of learners with physical disabilities through CBR?"

In Brazil, the inclusion of people with disabilities through CBR began in 1950. Philanthropic institutions in economically advanced cities and key regions of Brazil initiated the CBR strategy (Oliver & Marta, 2005). In the 1980s, a disability advocacy organization emerged, though it faced various challenges and did not achieve its goals. In 2003, a census by Neri (2003) revealed that 30.03% of the Brazilian population had physical disabilities, including 5.3% missing a limb or part of it, 22.7% with mobility difficulties, and 2.3% unable to walk. The same census showed that the educational situation was dire, with only 27.6% of Brazilians having completed seven years of schooling, and 25.3% lacking formal education. The situation was even worse for people with disabilities, as 27.61% of them had not attended formal or informal education. This underscored the necessity of the CBR strategy in Brazil to support individuals with disabilities.

In Lebanon, CBR began in 1981 during the Lebanese Civil War to advocate for the rights of people with disabilities. Bilal (2021) notes that the Lebanese Union for People with Disabilities (LUPD) was established to strengthen CBR and promote inclusion, equality, and rights for individuals with disabilities. Initially led by disabled persons, LUPD played a significant role in shifting national policies and attitudes from exclusion to a rights-based approach. Despite its efforts, LUPD faced social, political, and financial challenges. Christoffel (2022) highlights that CBR became a crucial strategy for inclusion after the Beirut port explosion on August 4, 2020, which killed 191 people and injured 6,500, leaving over 800 Lebanese with permanent impairments needing humanitarian assistance. LUPD was instrumental in supporting these individuals, yet the inclusion of children with disabilities in Lebanon's education system remains a challenge (Bilal, 2021).

Bongo et al. (2018) report that the Zimbabwean Ministry of Health and Child Care conducted a survey in 2013 to assess the living conditions of people with disabilities. The survey estimated that at least 26% of households included a person with a disability, with around 7% of the population, or 914,287 people, having some form of disability. The findings also showed that 2.9% and 12.4% had moderate and severe physical disabilities, respectively, and faced discrimination with limited survival options. Drawing from the Alma-Ata Conference resolutions and the 1978 declaration on disability support, WHO launched the CBR initiative in Zimbabwe in 2000 (Mannam & Turnbull, 2007). Zimbabwe adopted CBR to bridge gaps in service provision for individuals with disabilities, enhancing its scope over time to include social work, inclusion, education, and poverty alleviation (Bongo et al., 2018). Despite government efforts to ensure the inclusion of individuals with disabilities, challenges such as discrimination and inadequate facilities persist.

Kenya introduced CBR in 1992 in Mombasa's Coast Branch, where the Association for Physically Disabled of Kenya (APDK) was formed to promote the rights and potential of individuals with physical disabilities (Muga, 2003). Though CBR initially focused on Mombasa, it expanded to various areas like Mukuru and Mitumba by 2000 through APDK. Major CBR stakeholders included Christoffel Blindmission and Kindernothilfe. APDK implemented a comprehensive rehabilitation program to reduce poverty and integrate children with disabilities into society. In 2010 and 2011, APDK adopted WHO's CBR guidelines, focusing on five key areas: health, education, livelihood, social inclusion, and empowerment. Despite these efforts, people with

physical disabilities still face barriers to essential services like education and healthcare (Grut et al., 2011).

Kidd (2019) notes that the fourth Rwandan Census of 2012 recorded 444,453 individuals with disabilities, making up approximately 5% of the population. WHO estimates that about 15% of any population has some form of disability, suggesting that Rwanda must enhance its efforts to promote CBR to ensure the inclusion of all people with disabilities. According to MINALOC (2013), individuals with disabilities in Rwanda, as in other parts of the world, often experience intentional or unintentional discrimination. To address this, Rwanda has implemented various strategies, including CBR, which led to the establishment of the National Council for People with Disabilities to promote their inclusion. Despite the progress made through CBR, Kidd (2019) observes that significant challenges continue to impede the success of individuals with disabilities.

Previous research on CBR and the inclusion of people with disabilities suggests that CBR has not met expectations in various countries, including Brazil, Lebanon, Zimbabwe, Kenya, and Rwanda. While these studies offer valuable insights, they leave some gaps that this research aims to fill. First, they do not explicitly address how CBR can enhance the inclusion of learners with physical disabilities. Second, they fail to explore the challenges faced by learners with physical disabilities and potential CBR solutions. Third, past studies addressed disability in general without focusing specifically on physical disabilities. Lastly, previous research did not emphasize the inclusion of learners with physical disabilities in secondary education. Therefore, this study aims to assess the contribution of CBR in including learners with physical disabilities by analyzing the extent of CBR in Nyanza District, identifying the challenges faced by these learners, and determining how CBR facilitates their inclusion in the district.

1.2 Problem Statement

Adamu et al. (2018) report that over a billion people worldwide are affected by physical disabilities, resulting in poorer health, lower academic achievement, reduced economic

opportunities, and increased poverty levels. Despite the research by Oliver and Marta (2005), Mannam and Turnbull (2007), Grut et al. (2011), Kidd (2019), and Christoffel (2022) demonstrating the value of CBR for people with various disabilities, CBR has yet to deliver the anticipated outcomes for including learners with physical disabilities in Rwanda. According to the 2012 Rwandan Census, the country has 446,453 individuals with disabilities. NIRS (2015) notes that children aged five to 19 years account for about 20% (87,900) of this population.

In Rwanda, people with physical disabilities of working age face significant disadvantages in the labor market, with approximately 52% of those over 16 years old being unemployed compared to 71% of the general population. Those with physical disabilities who find employment often hold low-paying jobs due to limited education (NISR, 2015). According to UNICEF (2019), around 16% of all children aged five and above (33,120) have physical disabilities. In Nyanza District, learners with physical disabilities are especially marginalized and excluded from the education system, limiting their potential to earn income, support themselves, and contribute to their communities. This exclusion leads to dependence on family members and the government, worsening poverty (Mannam & Turnbull, 2007).

1.3 Objectives of the Study

The objectives of this study are divided into general objective and specific objectives.

1.3.1 General Objective

To assess the contribution of community-based rehabilitation in inclusion of learners with physical disability to education in Nyanza District in Rwanda.

1.3.2 Specific Objectives

- i) To identify the level of community-based rehabilitation in secondary schools of Nyanza District in Rwanda.

- ii) To examine difficulties experienced by learners with physical disability in Nyanza district in Rwanda.
- iii) To clarify contribution of Community-Based Rehabilitation in inclusion of learners with physical disability to education in Nyanza district in Rwanda.

1.4 Significance of the Study

More than one billion people around the world have physical disabilities and they can't access services indispensable to human beings. (Oliver & Marta,2005) say that CBR is required in order to enhance inclusion of people with disabilities. It is within this line the current research has been conducted in order to assess the contribution of community-based rehabilitation in inclusion of learners with physical disability in Nyanza District in Rwanda. This study will be relevant to teachers, policy planners, other researchers, and education sector stakeholders.

Firstly, teachers will benefit particularly by understanding how the CBR can influence the inclusion of learners with physical disability.

Then, at higher levels, this study will help policy planners to grasp some difficulties experienced by learners with physical disabilities and how to overcome these challenges through CBR. Next, the findings of the study will be helpful to other researchers, especially University of Rwanda (College of Education) students who will intend to explore the world of CBR and inclusive education. Finally, this study will be significant to other stakeholders of education sector including NGOs, donors, parents, best wishers and others by providing them with reliable information about the contribution of CBR in inclusion of learners with physical disability in Rwanda.

1.5 The scope of the Study

This study has been conducted into various scopes as shown below:

1.5.1 Content Scope

There are many strategies that can be used to enhance inclusion of people with disabilities and there are so many kinds of disabilities that can affect human beings. Despite of varieties of

disabilities and strategies to include people with such disabilities, in terms of content, the research to be conducted only focused on community-based rehabilitation strategy in inclusion of learners with physical disability in Nyanza district in Rwanda.

1.5.2 Geographical Scope

Geographically, the expected research has been conducted in Nyanza district in Southern Province in Rwanda. Nyanza District has gotten 10 sectors which are: Busasamana, Busoro, Cyabakamyi, Kibirizi, Kigoma, Mukingo, Muyira, Ntyazo, Nyagisozi and Rwabicuma in which the current researcher randomly selected 5 secondary schools including boarding and day schools, from 5 different sectors. Nyanza District was chosen because it contains all information that enabled the current researcher to accomplish the study specific objectives.

1.5.3 Time scope

In terms of time scope, the period that was addressed is 2020- 2023. The main objective has been to assess the contribution of community-based rehabilitation in inclusion of learners with physical disability in Nyanza District in Rwanda.

1.6 Limitation and Delimitations of the Study

This study faced various obstacles as follows:

First, it was possible that due to the shortness of time, the data collection process can begin without examining the effectiveness of the research materials. To avoid this limitation, the researcher reserved the time and examine the effectiveness of the research materials before starting the data collection process.

Second, in the data collection process, there was a possibility that survey participants may provide irrelevant or inaccurate information when answering the questions set out in the interview guide. To avoid this obstacle, many commentators from different characteristics will have been included in this survey and the answers they provide have been compared to obtain meaningful and accurate information.

Finally, there might some informants who were not free to report the facts for fear of smearing their schools. To avoid this obstacle, first, the researcher explained to the informants the purpose of the study, secondly the researcher informed the informants that the information they provide will be kept in strict confidentiality using codes. Finally, the researcher informed the informants that the information they provide will not throw it elsewhere outside the study.

1.7 Organization of the Study

This study is divided into five main chapters. The first chapter is about the introduction. The second chapter deals with literature review, the third chapter deals with research methodology, the fourth chapter covers the presentation, analysis and discussion of research data and the fifth chapter covers summaries, conclusions and recommendations.

1.9 Summary

The first chapter of this study was all about introductory information about the study, it contains different parts including introduction, background of the study, problem statement, research objectives, significance of the study, limitations and delimitations of the study and scope of the study, organization of the study and the summary. The following part is about literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The second chapter plays a crucial role in research work. The literature review for this study emphasizes the contribution of CBR to the inclusion of students with physical disabilities. This chapter is organized into different subsections, including: introduction, the concept of CBR, the level of CBR, challenges faced by learners with physical disabilities, the role of CBR in the inclusion of learners with physical disabilities, identification of gaps, theoretical framework, conceptual framework, and a summary.

2.1 The Concept of CBR

According to the World Health Organization (WHO, 2004), Community-Based Rehabilitation (CBR) refers to community development approaches that aim to enhance the lives of individuals with disabilities within their local communities. Following the Alma-Ata Declaration in 1987, the WHO (2004) initiated CBR as a means to improve the living standards of people with disabilities and their families, enabling them to fulfill their basic needs and ensuring their participation and inclusion in all activities. As explained by WHO (2021), CBR was initially designed to enhance access to rehabilitation services in resource-limited settings. Subsequently, CBR evolved into a multi-sectoral approach aimed at breaking the cycle of poverty and disability by promoting equality of opportunity and social inclusion for all individuals with disabilities. CBR emphasizes utilizing locally available resources, including contributions from beneficiaries, donors, and other stakeholders. The UN convention underscores that to attain and sustain maximum independence, comprehensive rehabilitation services are essential, encompassing physical, mental, social, and vocational abilities and full participation in all aspects of life (UN, 2006). This underscores the necessity of strengthening CBR to ensure the inclusion of individuals with disabilities.

As per Oliver & Marta (2005), CBR was initially a service delivery mechanism intended to provide

primary healthcare and rehabilitation services closer to individuals with disabilities, especially in low-income regions. During this period, health ministries in various countries initiated CBR programs to provide primary healthcare to disabled individuals. The primary focus of these early programs was on physiotherapy, assistive technology, and surgical and medical interventions. Some countries began offering educational opportunities and means of support through skills development and income-generating activities to help disabled individuals integrate into their communities. Additionally, WHO (1989) published a document titled "Training in the Community for People with Disabilities." This document offers guidelines and support for CBR programs and their stakeholders, including people with disabilities, families, educators, local leaders, and the community at large. It was developed to provide guidance for ensuring CBR in different sectors, regions, and communities. In 1990, the scope of CBR was expanded to involve various international organizations, including the ILO, UNESCO, UNDP, and UNICEF, recognizing the importance of a multi-sectoral approach to CBR. In 1994, the ILO, UNESCO, and WHO released their first joint CBR position paper, which aimed to align with the Helsinki guidelines. This paper was later updated in 2004, redefining CBR as a strategy for promoting rehabilitation, reducing poverty, and fostering social inclusion for all people with disabilities. Furthermore, the paper advocates for implementing CBR programs by combining the efforts of disabled individuals with those of community members, families, donors, government agencies, educators, vocational specialists, non-governmental health agencies, and others. Finally, it emphasizes that individuals with disabilities should have equal access to all services available to the community, regardless of any differences. After 2004, many nations invested significant efforts to sustain and enhance CBR. The preceding discussion demonstrates that CBR has been a focus in various countries. Despite the extensive literature on CBR, there remains limited evidence regarding its impact on the inclusion of individuals with disabilities. Furthermore, it is unclear if CBR contributes to the inclusion of learners with physical disabilities. This has prompted researchers to undertake this study to examine the contribution of CBR to the inclusion of learners with physical disabilities, particularly in secondary schools in the Nyanza district of Rwanda. The subsequent section explores the level of CBR in general.

2.2 The Level of CBR

The primary objective of this study is to assess the level of community-based rehabilitation in the Nyanza District of Rwanda, which is why the current research has reviewed the literature regarding the level of CBR to gain insights into the general context of CBR. To evaluate the level of CBR, this research focuses on indicators such as attitudes toward PWDs, the provision of functional rehabilitation services, empowerment of PWDs, and the creation of welcoming and accessible environments.

2.2.1 Attitudes towards PWDs

An opinion, whether positive or negative, about a person or subject is referred to as an attitude (Wang et al., 2009). Attitudes are generally recognized to consist of three elements: the affective component (emotions or feelings), the cognitive component (thoughts or beliefs), and the behavioral component (actions or behaviors). CBR plays a key role in ensuring equal access to opportunities for individuals with disabilities within their communities (Brodwin & Orange, 2002). Therefore, fostering positive attitudes towards PWDs is essential by involving community members in programs aimed at educating and empowering them on disability-related issues. Given the aging population, an increase in chronic conditions, and advancements in medicine that extend life, disability has become a common aspect of the human condition. Globally, increased life expectancy is now a significant focus and is included in the United Nations' Millennium Development Goals (UN, 2014). According to WHO (2021), over a billion people worldwide are expected to live with disabilities. As a result, a crucial concept shaping current global policies is the inclusion of PWDs in society and their active participation in community life. Studies by Brodwin & Orange (2002), Frank & Elliat (2002), Wang et al. (2003), Chan (2009), and Zheng (2018) suggest that attitudes toward PWDs can either facilitate or hinder the implementation of CBR. Negative attitudes toward PWDs can serve as a barrier to CBR. This is why various nations have prioritized PWDs in their efforts to promote CBR. Despite evidence suggesting that attitudes towards PWDs have improved (Sing, 2010), negative stereotypes, such as beliefs that PWDs are less capable than those without disabilities, persist

(Stanlland, 2010). It is in light of this literature that the current study aims to assess the situation regarding attitudes towards learners with physical disabilities in secondary schools in Nyanza District, Rwanda.

2.2.2 Provision of Functional Rehabilitation Services

As defined by WHO (2023), rehabilitation refers to a series of interventions designed to optimize functioning and reduce disability in individuals with health conditions in interaction with their surroundings. In simpler terms, in the context of education, rehabilitation enables children, adults, and the elderly to engage in daily activities as independently as possible. Leatorts (2014) explains that this process is achieved by working closely with individuals and their families to address health challenges and symptoms by adapting their environment, educating them, and modifying tasks to be performed more safely and independently. These strategies can aid in overcoming difficulties related to cognition, vision, hearing, speech, eating, or mobility. Most individuals with disabilities require appropriate support to reduce or mitigate the impact of their functional limitations. In communities where professional services are scarce, CBR is essential to address these challenges (Leatorts, 2014). The field of rehabilitation necessitates that CBR trainers possess extensive training and expertise in delivering services such as eye care, physiotherapy, mobility training, hearing services, orthotics and prosthetics, and psychological counseling.

Considering that prior research has largely focused on general rehabilitation services, this study is particularly significant as it evaluates the availability and impact of rehabilitation services on CBR implementation within secondary schools in Nyanza District, Rwanda.

2.2.3 Empowerment of PWDs

Empowering PWDs requires ensuring their independence and self-reliance by providing access to education and job opportunities, especially since PWDs often face marginalization in the job

market. According to Jyoth (2016), empowering PWDs contributes to their development, enabling them to take responsibility for their growth and progress within their communities. Given that PWDs represent a significant portion of the world's poorest populations (UN, 2017), empowerment is crucial for improving their quality of life (UN, 2015). Thus, PWDs should be empowered to overcome poverty-related challenges that impact their well-being. Moreover, fostering independence and self-reliance for PWDs involves offering employment opportunities through education and training (Furuoka et al., 2011). PWDs are entitled to the same educational and training opportunities as others, supporting their social integration and happiness. In communities where professional services may not provide these opportunities, CBR trainers should strive to offer basic education and training services to PWDs. While research indicates that empowering PWDs through education, training, and employment is essential, Furuoka et al. (2011) report that PWDs continue to face discrimination and marginalization, especially regarding education and employment. Furthermore, barriers in the job market often make it challenging for PWDs to find employment. This highlights that the empowerment of PWDs remains a complex issue. Previous research has focused on empowering PWDs through education, training, and employment without specifically addressing individuals with physical disabilities or a particular educational level. This gap prompted the current study, which investigates how secondary school students with physical disabilities in Nyanza District, Rwanda, are empowered.

2.2.4 Welcoming and Accessible Environment Creation

To successfully implement CBR in the educational sector, schools must foster welcoming and accessible environments that support all students, particularly those with physical disabilities. As noted by UNICEF (2009), accessibility reduces the overall cost of inclusion. Schools need to be physically accessible to all students, ensuring that facilities like restrooms are suitable for students with disabilities. It is important to focus on creating an inviting and accessible school atmosphere for everyone, without discrimination. UNICEF (2009) suggests that governments should collaborate with donors and other financially capable stakeholders to establish facilities that contribute to a welcoming and accessible school

environment. In order to create such environments, schools must promote equity and inclusion. Recognizing that creating welcoming and accessible environments is key to advancing CBR, this research examines how CBR is encouraged through the creation of inclusive environments in secondary schools in Nyanza District, Rwanda.

2.3 Difficulties Experienced by Learners with Physical Disability

The second objective of this research is to identify the difficulties faced by learners with physical disabilities in the Nyanza District, Rwanda. To achieve this, the study reviewed literature on the challenges experienced by these learners globally.

2.3.1 Physical Inaccessibility

One of the most evident challenges for students with physical disabilities is physical inaccessibility. In many countries, schools and colleges lack the basic infrastructure needed to be accessible for students with physical disabilities. As stated by Sharma & Mahapatra (2007), many schools and colleges do not have wheelchair ramps or appropriate tactile markings for blind students. Additionally, institutions with multi-story buildings often lack elevators or lifts, and toilets are commonly inaccessible. Physical barriers like heavy doors, narrow entrances, and poor lighting make educational facilities difficult to access for students with physical disabilities. Furthermore, secondary education institutions and universities rarely provide accessible housing options. According to Jha (2002), in some nations where accessibility is mandated by law, infrastructure like ramps is often constructed in ways that render them ineffective. In other countries, accessibility requirements are met only in theory, without practical implementation. The lack of accessible infrastructure in educational institutions remains a global issue for students with physical disabilities, though some industrialized nations have developed inclusive education systems. Even when schools and colleges make efforts to accommodate students, accessible transportation to and from these institutions may still pose challenges (Ahmad, 2018). Parents often bear the responsibility of transporting their children, which creates significant barriers to the

education of students with physical disabilities. Although the studies by Jha (2002), Mahapatra (2007), and Ahmad (2018) clearly show that physical inaccessibility is a major challenge, there are gaps that this research aims to address. Firstly, prior research has not specified the educational level at which physical inaccessibility most affects students with disabilities. Secondly, they do not specify the particular country where physical inaccessibility impedes education for students with physical disabilities. Moreover, these studies do not indicate how physical inaccessibility affects students in secondary schools. Therefore, this study is crucial as it addresses these gaps, specifically exploring whether physical inaccessibility is a challenge for students with physical disabilities in secondary schools in the Nyanza District of Rwanda.

2.3.2 Lack of Awareness

Ignorance is another significant factor that disadvantages students with physical disabilities. This ignorance impacts these students in multiple ways. Perumal (2022) explains that, in many cases, parents are unaware of the laws that entitle children with physical disabilities to an education. They are often not informed about the existence of special schools or the legal protections available to their children. Even when parents are informed and committed to their children's education, challenges persist.

A major issue is that school administrators are often unaware of their duties and the rights of students with physical disabilities. Chhetri et al. (2020) note that, in developing countries, ignorance presents obstacles at nearly every stage. Many countries have ratified the UNCRPD (Convention on the Rights of Persons with Disabilities) and developed related legislation, but few people are actually aware of these laws (Gunjal, 2017). As a result, established regulations often fail to be implemented in practice, further highlighting the issue of ignorance as a barrier to education for students with physical disabilities worldwide. After reviewing literature on the lack of awareness and the inclusion of students with physical disabilities in education, the current study aims to determine if the same situation exists in secondary schools in the Nyanza District, Rwanda.

2.3.3 Lack of Individualization

Another critical yet less discussed challenge faced by students with physical disabilities is the lack of individualization. Many countries employ a one-size-fits-all approach for these students (Goodwin & Watkinson, 2000), using broad strategies based on general categories of disabilities without assessing individual strengths. For example, a physically disabled student might possess athletic abilities, but institutions often fail to recognize these unique strengths and thus do not provide suitable opportunities for them. Blavt (2022) points out that some students with physical disabilities require personalized support, but the absence of individualization means that their specific needs are not met. Teachers often lack the training needed to provide the necessary individualized attention. As a result, they may proceed at the pace of the curriculum or cater to advanced learners, leaving students with physical disabilities behind. Although Goodwin & Watkinson (2000) and Blavt (2022) highlight that lack of individualization affects students with physical disabilities, their research focuses on primary and higher education. They do not examine its impact on secondary schools. This study is thus important as it investigates whether lack of individualization is a challenge for students with physical disabilities in secondary schools in the Nyanza District, Rwanda.

2.3.4 Complex Accommodation Process

Wecapable (2023) reports that accommodation needs for students with physical disabilities are often unmet. In many countries, the process depends heavily on the goodwill of school administrators. For instance, the needs of a student with dwarfism differ significantly from those of a student in a wheelchair. A ramp, which may help a student in a wheelchair, may not meet the needs of a student with dwarfism, who might require different seating arrangements. In many places, there is no clear process for addressing these varied needs. If the school leadership

does not take an interest in accommodating a student's requirements, there are few alternatives available. Even in countries where the law provides some recourse, the process can be so slow and complicated that students find it nearly impossible to pursue their needs through legal channels. Often, students have no choice but to adapt or leave their education altogether. This suggests that the complex process of obtaining accommodations is another significant challenge for students with physical disabilities globally. While previous research has discussed this issue, the current study builds on these findings by examining how complex accommodation processes impact students in secondary schools in the Nyanza District, Rwanda. The discussion above highlighted the difficulties faced by students with physical disabilities. The following section focuses on the contribution of community-based rehabilitation (CBR) to the inclusion of these learners.

2.4 The Contribution of CBR in the Inclusion of Learners with Physical Disabilities

The provision of services such as education, health, transportation, employment, and rehabilitation for people with disabilities varies greatly across different societies (Chavuta et al., 2015). While accessibility remains a challenge globally, especially in developing nations, more countries now recognize the benefits of including people with disabilities in development initiatives. Community-based rehabilitation (CBR) and Inclusive Education (IE) programs aim to support people with disabilities in realizing their potential and becoming active members of society. Stubbs (2002) explains that both IE and CBR approaches were developed to address the exclusionary practices faced by individuals with disabilities. They challenge professional and societal stereotypes while valuing the input of people with disabilities themselves. Parents are seen as essential partners in CBR as they provide critical insights to CBR workers and educators who work with children with special needs. CBR plays a key role in the inclusion of learners with disabilities. Chavuta et al. (2015) state that CBR aims to promote rehabilitation, equal opportunities, and social inclusion for people with disabilities and their families. IE shares a similar goal of removing barriers to learning and participation in mainstream educational settings, thus enabling children with disabilities to join regular schools. Both approaches emphasize inclusivity and respect for diversity, ensuring that

people with disabilities have equal access to education and employment. Education empowers communities by providing individuals with the skills and knowledge they need to grow personally and exercise their rights. A World Bank Disability Group report highlights that education helps in building human capital, improving economic performance, and expanding opportunities for individuals to exercise their citizenship (Peters, 2003). As such, both CBR and IE provide people with disabilities the means to enhance their opportunities and become more engaged members of their communities. Education for All (EFA) by 2015 calls for capacity building among educational staff to meet the diverse learning needs of all students (Peters, 2003). It is essential for community workers and educators to receive proper training to support the inclusion of people with disabilities. True inclusivity in education and community services requires collaboration among teachers, parents, curriculum developers, training institutions, school authorities, and community workers. This interdependence is crucial; for example, CBR staff may identify children with disabilities and refer them to regular schools, while teachers must be open to this initial step (Stevahn, 2019). In reverse, educators might refer disabled students to CBR workers for employment assistance or other services. This dynamic illustrates the complementary relationship between CBR and IE, showing how they can coexist and support each other within communities to improve outcomes for students with disabilities. This supports the argument that community-based rehabilitation contributes significantly to the inclusion of learners with physical disabilities. Shakeeb (2015) asserts that CBR focuses on rehabilitation, equalizing opportunities, and social inclusion, involving both people with disabilities and their families. Similarly, IE aims to remove barriers to learning and integrate disabled students into mainstream schools. Despite the contributions highlighted by Stubbs (2002), Peters (2003), Chavuta et al. (2015), Shakeeb (2015), and Stevahn (2019), their research generally discusses inclusive education without specifically addressing the role of CBR in including learners with physical disabilities. Additionally, their focus is mainly on higher education rather than secondary education. This gap motivated the current researcher to explore the contribution of CBR to the inclusion of learners with physical disabilities in secondary schools in the Nyanza District, Rwanda.

2.5 Gaps Identification

Previous research on this topic overlooks some key aspects that need to be addressed. First, these studies were conducted in countries with different social and economic contexts compared to Rwanda. Second, the settings of previous studies do not match the context of this study, and the timeframes of the research differ. Additionally, earlier research does not specifically address the impact of secondary education, which has unique challenges for students with physical disabilities. While many studies have examined barriers to education and the role of CBR, they tend to focus on general disability issues rather than specifics such as physical inaccessibility, lack of awareness, and individualization in secondary education. They also do not delve into how CBR services influence these factors for learners with physical disabilities in secondary schools. This study, therefore, aims to fill these gaps by focusing on the inclusion of learners with physical disabilities in the Nyanza District, Rwanda.

2.6 Theoretical Framework

Theoretical underpinnings of the current study include both Behavioral Theory and Problem-Solving Theory. The Behavioral Theory was developed by Skinner in 1977. Behavior Theory's central idea is that all behavior, whether it's adaptive or maladaptive, is learnt. Maladaptive behaviors can be modified with extra learning since they are adapted through learning. According to the Behavioral

Theory, there are three main categories of learning which are respondent conditioning or classical conditioning, operant conditioning, and modelling. How environmental experience and learning led to the change of behaviors is the basic tenet of this theory. The Behavioral Theory helped the current researcher to achieve the first specific objective of the current study of identifying the level of community-based rehabilitation in secondary schools of Nyanza District in Rwanda.

Furthermore, the current study has been also guided by Problem Solving Theory that has been developed by (Perlman, 1957). According to this theory, every day in their life, people are faced with situations that are incongruous to them, containing obstacles that must be surmounted in order to accomplish the goal, or provide a variety of challenges. To handle these circumstances, it is

preferable to use the thinking processes that allow a generation of the knowledge required for a successful solution or removal of the fore mentioned obstacles.

(Perlman, 1957) says that many people in crisis needed short-term solutions rather than long-term Freudian analysis. According to this theory, living issues are the outcome of an individual's growth and change during a normal process of human development. This theory has two main pillars. The first pillar says that when some people are experiencing problems it should not be considered as their weakness but as a natural part of their life and capacity. This pillar helped the researcher to achieve the second specific objective of examining difficulties experienced by learners with physical disability in secondary schools of Nyanza district in Rwanda. This pillar has been vital in the current study as it contributed to the achievement of the third specific objective clarifying the contribution of community based rehabilitation in inclusion of learners with physical disability in secondary schools of Nyanza district in Rwanda.

2.7 Conceptual Framework

The following conceptual framework which indicates the relationship between dependent, independent as well as extraneous variables have been used in order to achieve the specific objectives of the current study.

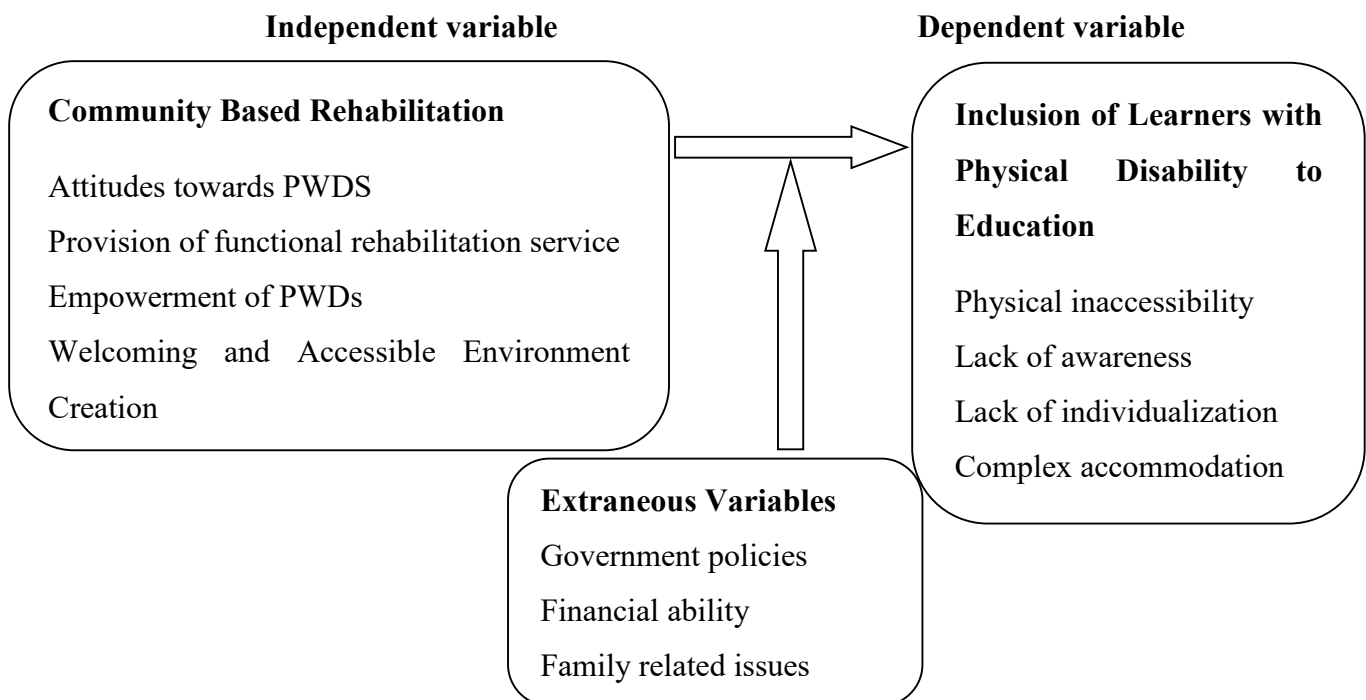


Figure 2.1: Conceptual Framework: Source (Primary Data, 2023).

Figure 2.1; shows different CBR variables that can have negative or positive effects on the inclusion of students with physical disabilities. These CBR indicators are attitudes towards PWDS, provision of functional rehabilitation service, empowerment of PWDs welcoming and accessible environment creation. These variables have direct effects on the inclusion of students with physical disabilities and they are associated with physical inaccessibility, lack of awareness, lack of individualization as well as complex accommodation. The same figure shows other variables which are indirectly linked to the inclusion of students with physical disabilities. Those variables are like government policies, financial ability, and family related issues.

2.8 Summary

The literature reviewed indicates that the research has insisted on other researchers who researched on CBR and inclusion of students with physical disabilities. The literature reviewed gave an overview of CBR on inclusion of students with physical disabilities. The current research aims at assessing the contribution of community-based rehabilitation in inclusion of learners with physical disability in Nyanza District in Rwanda. It is hoped that this study played a great role for schools, the society and in Rwandan education system.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

(Kothari, 2012) argues that methodology is the sum of rules, procedures, rules and guidelines that are followed step by step in completing the research intended to take place. The third chapter of this research proposal deals with a methodology that has been used to collect data that helped accomplish the specific objectives of our research. This chapter is composed of other different sub-parts which are: introduction, research design, area of the research, target population, sample design, data collection methods, data collection instruments, administration of data collection instruments, reliability and validity of research instruments, data analysis procedures, ethical considerations, and summary.

3.1 Research Design

The researcher used a descriptive survey design. (Ordho & Combo, 2003) indicate that the descriptive survey design is an information collection method through interview or questionnaire to a sample of respondents. This is useful during the collection of data concerning individual's opinions, attitudes, habits or other issues of education or social aspects (Ordho & Kombo, 2003). The descriptive survey design has been used because it has been helpful in assessing and describing the current study situation. The study also employed qualitative research methods to collect, analyze and interpret data in assessing the contribution of community-based rehabilitation in inclusion of learners with physical disability in Nyanza District in Rwanda.

3.2 Area of the Research

In research activity, the area of the study indicates where the research work has been carried out in order to collect primary or secondary data that enables the researcher to accomplish the research objectives (Kothari, 2008). Therefore, geographically, this research was conducted in Nyanza district in Southern Province in Rwanda. Nyanza district is a district that has a big number of schools including one inclusive school.

In order to get reliable data from all types of secondary schools, the researcher collected data from one inclusive school for learners with disabilities (HVP Gatagara in Mukingo sector), one boarding school that offers general education (College du Christ- Roi in Busasamana sector), two day schools that offer general education (G.S. Mbuye in Kibirizi sector, and G.S. Kigoma in Kigoma sector) and one technical secondary school (EAV Mayaga in Muyira sector). Therefore, Nyanza district has been selected as an area of current research because it contains all information that enabled the current researcher to accomplish the study specific objectives.

3.3 Target Population

A population means a group of people, objects, or items from which a sample is selected measurement and interpretation (Kombo & Tromp, 2006). The target population for the study encompassed Deans of the Studies, Heat Teachers and teachers and students from selected secondary schools of Nyanya district in Rwanda.

3.4 Sample Design

According to (Kombo & Tromp, 2006), the sample design consists of the sample size with the sampling techniques and procedures.

3.4.1 Sample Size

It was not easy to collect data on the whole population of the study because it is large and geographically dispersed. For the number of respondents to be reached, sampling was applied for each type of respondents. Considering that the confidence given by information is function of the sample, the study ensured whether the sample size was sufficient.

The respondents of the study have been be 5 Deans of the Studies, 5 Heat Teachers and 5 teachers and 15 students who have been selected from the secondary schools of Nyanza district which are HVP Gatagara (Mukingo sector), College du Christ- Roi (Busasamana district), G.S. Mbuye (Kibirizi Sector), G.S. Kigoma (Kigoma sector) and EAV Mayaga (Muyira sector). Therefore, the sample size of the current study has been 30 respondents.

3.4.2 Sampling Techniques and Procedures

The current study employed purposive sampling techniques. (Fraenkel & warren, 2006) argue that the purposive sampling is used when the researcher owns knowledge about the population to judge whether or not a particular sample will be a true representative of the population of the study.

The purposive sampling has been used because it enabled the researcher to use their own judgement to select people with more knowledge about CBR and inclusion of learners with physical disabilities.

3.5 Data Collection Methods

Data collection methods are techniques that are used by a researcher in data collection that participate in the achievement of the objectives of the study (Kombo & Tromph, 2006). Interviews, documentation, and observation have been used to collect data.

3.5.1 Interview

Interviewing is a technique used in a data collection process where a researcher is forced to have a conversation with respondents to obtain the information needed in the study (Kombo & Tromp, 2006). Data from the dean of studies, teachers, students and Head Teachers has been collected using the face to face interview. The interviews contained the open-ended questions that helped the research to reach the research objectives and allow freedom of expression by respondents by using techniques such as clarification, paraphrasing, and probing as well as verbal responses. Interviews have been used to collect data that helped the research to achieve the specific objectives of the current study.

3.5.2 Documentation Analysis

(Kombo & Tromp, 2006) argue that documentation analysis is a technique for systematically collecting data through reading text and documents in order to obtain information that are indispensable in achieving specific research objectives. Every research refers to the previous studies conducted in the same domain with the current study. Documentation refers to the procedures of relying on previous studies (Kothari, 1985).

The documentation analysis helped the researcher to be more informed about the contribution CBR in inclusion of learners with physical disabilities in Nyanza district in Rwanda.

3.5.3 Observation

Observation is a data collection technique in which a researcher witness different actions and events in order to obtain information that is indispensable in the achievement of the specific objectives of the research (Kombo & Tromph, 2006). In this research, observation has been used to collect that about examination of the level of community-based rehabilitation in Nyanza District in Rwanda and identification of difficulties experienced by learners with physical disability in Nyanza district in Rwanda.

3.6 Data Collection Instruments

Research instruments are all the items and tools that will be used throughout the entire survey data collection and analysis exercise from the beginning to the end of the study (Kombo and Tromp, 2006). Therefore, the research instruments of the current research have been interview-guides, observation guides, documentation analysis, papers, notebooks, computers and a mobile phone.

3.7 Administration of Data Collection Instruments

In data collection stage, the researcher met the respondents to the chosen schools with the interview guides to be filled by the researcher. The respondents answered the questions and the researcher filled information on interview guides before the respondents leave the meeting place. After conducting interviews with teachers and students, the researcher conducted the interview with Dean of Studies and Head Teachers in their offices for more information. Before starting the interview with teachers, Dean of Studies and Head Teachers, the researcher provided a full introduction containing the aim of the interview. The researcher visited selected schools for observation. Moreover, before starting data correction exercise, the researcher presented the official authorizations by different institutions to conduct the study. Then the researcher assured the respondents of the information confidentiality.

3.8 Reliability and Validity of Research Instruments

Validity of a study is the condition for a study to be able to measure matter or things expected to be measured or researched only (Ordho & Kombo, 2009). The reliability of a study refers to the

nature of a study being able to produce consistent results if the study is conducted elsewhere, at a different time or by another researcher.

Therefore, the Reliability and Validity of research are important factors as they have been an influence that stimulated the audience to accept and trust the results of the research to be conducted. Therefore, in order to build the reliability and validity of the findings of this study, the following strategies have been used.

Firstly, the researcher clearly set out the research objectives as well as the limits of the research for the study participants. Second, the researcher tried to use simple language during data collection so that informants can provide information consistent with specific research objectives. Third, the researcher used a hybrid of data collection methods. This approach played a part in eliminating the possibility of research errors that may be caused by the researcher or participants of the research. Fourth, the expected study was conducted openly by devoting all its steps.

Fifth, the researcher avoided the use of own feelings and subjectivity when presenting the results of the study. Seventh and finally, the researcher used accurate and understandable proofs in constructing dissertation arguments.

3.9 Data Analysis Procedures

(William, 1997) states that data analysis means a process of applying logical and statistical techniques in order to illustrate and describe, condense and recap and evaluate data. Data analysis is the practice of presenting, comparing, interpreting and describing data obtained during data collection (Kothari, 2012). In the current study, the researcher collected qualitative data from the field by crosschecking all questions to ensure that all information has been captured. In case, it was found that something has been forgotten, the researcher went back to the field to collect the missing data. Given that the expected research is qualitative, data collected has been analyzed, presented and interpreted utilizing extracts and explanation.

3.10 Ethical Considerations

Ethical consideration guided this study. The researcher maintained a high degree of ethical values. Different measures have been put in place to guard against and protect the research process to ensure that ethical issues are successful. The data used in this study are anonymously coded to protect them from being traced back to individuals. The researcher ensured participants that their

personal information will not be revealed. Furthermore, the researcher attached the cover letter to present the purpose of the current study.

The researcher has been also honest in presenting the findings. Finally, respondents' consent has been sought, and no respondent has been forced to participate in this study. Finally, no money has been to given to respondents for the study subject and for information provided.

3.11 Summary

This chapter discussed the research methodologies. It contained different parts which are: introduction, research design, area of the research, target population, sample design, data collection methods, data collection instruments, administration of data collection instruments, reliability and validity of research instruments, data analysis procedures, ethical considerations, and summary.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Introduction

The chapter encompasses responses obtained from conducted interviews and real classroom observations. These findings were organized based on the research's specific objectives, which aimed (1) to identify the level of community-based rehabilitation in secondary schools of Nyanza District in Rwanda, (2) to examine difficulties experienced by learners with physical disability in Nyanza district in Rwanda, (3) to clarify contribution of Community-Based Rehabilitation in inclusion of learners with physical disability to education in Nyanza district in Rwanda. The summary of the results predominantly relied on excerpts from the interviews and observations, accompanied by explanations.

4.2 The Level of Community-Based Rehabilitation in Secondary Schools of Nyanza District in Rwanda

The first objective of the current study was to identify the level of community-based rehabilitation in secondary schools of Nyanza District in Rwanda. To accomplish this goal, the researcher conducted interviews with various stakeholders, including students, teachers, DOSs) and Head Teachers, across five secondary schools situated in Nyanza District. These schools are HVP Gatagara in Mukingo sector, College du Christ-Roi in Busasamana district, G.S. Mbuye in Kibirizi Sector, G.S. Kigoma in Kigoma sector, and EAV Mayaga in Muyira sector. Furthermore, the researcher employed direct observation techniques within these schools to gain insight into the implementation and effectiveness of CBR initiatives.

4.2.1 Students Views about the Level of CBR in Secondary schools of Nyanza District in Rwanda

The current researcher collected qualitative data about students' views regarding the level of community-based rehabilitation (CBR) in secondary schools within Nyanza District, Rwanda. In order to collect data from students about the level of CBR in their schools, the researcher asked the following questions: “How do you feel when you meet a student with physical disability?”. Some of answers provided are the following:

When meeting students with physical disabilities, I fill fear and a sense of discomfort, leading me to instinctively seek distance. This unease hampers my ability to concentrate on my studies in their presence. (Primary Dada: 2024).

Another respondent provided the following response:

When I meet students with physical disabilities, I don't feel well. Being near students with physical disabilities makes me feel uncomfortable and uneasy. It makes me feel sad and upset (Primary Dada: 2024).

According to the above respondents, they do not feel at ease when encountering students with physical disabilities, experiencing fear and discomfort, prompting them to avoid proximity. This unease interferes with their ability to focus on their studies. Additionally, being near students with physical disabilities induces feelings of discomfort and sadness, contributing to an overall sense of unease and upset. And this witness negative attitudes towards students with physical disabilities among students.

In addition, in order to collect qualitative data about the level of CBR in secondary schools of Nyanza District, students were asked the following question: "Can your school welcome students with physical disabilities?" Among the 15 students who participated in the study, only 8(53.3%) responded affirmatively, indicating that their schools can indeed welcome students with physical disabilities. Below are some of the responses provided:

Yes, our school can accommodate students with physical disabilities, but there is still a need for further improvement in creating an inclusive environment for all students. (Primary Dada: 2024)

According to the respondents mentioned above, their schools are open to welcoming students with physical disabilities. However, they noted that the environment within their schools is not fully inclusive.

No, our school can't welcome students with physical disabilities as we lack sufficient facilities to support their needs. In our school we do not have resources and facilities that can help students with physical disabilities. (Primary Dada: 2024)

According to the above respondent, the school is unable to welcome students with physical disabilities due to insufficient facilities and resources. They highlighted the absence of necessary resources and facilities specifically designed to assist students with physical disabilities.

Our school struggles to welcome students with physical disabilities because we don't have enough resources and support in place. This means we can't provide the necessary help, like accessibility features or specialized support, for these students to fully take part in school activities. (Primary Dada: 2024).

According to the above respondent, their school can't welcome students with physical disabilities because it doesn't have ability to welcome them. The data collected from students in secondary schools of Nyanza District reveals a concerning lack of a welcoming and accessible environment for students with physical disabilities. While some students acknowledge their schools' openness to accommodating these students, they emphasize the need for further improvements in creating an inclusive setting.

However, a significant portion of respondents express that their schools are unable to welcome students with physical disabilities due to insufficient resources and support systems, hindering their ability to fully participate in school activities. Overall, the findings highlight the pressing need for secondary schools in Nyanza District to prioritize the establishment of welcoming and accessible environments to ensure the inclusion and support of students with physical disabilities.

4.2.2 Teachers, DOSs and Head Teachers Views about the Level of CBR in Secondary Schools of Nyanza District in Rwanda

After gathering data from students indicating a low level of community-based rehabilitation (CBR) in secondary schools of Nyanza District, Rwanda, the researcher proceeded to conduct interviews

with teachers, DOSs and Head Teachers. These interviews aimed to obtain reliable information regarding the current state of CBR in secondary schools within the Nyanza District, seeking insights and perspectives from key stakeholders to complement the initial findings. To obtain reliable data, the researcher asked this question: “Has your school set up some strategies to support students with physical disabilities?”.

The following are some of the answers provided by teachers, DOSs and head teachers from five selected secondary schools of Nyanza District which are HVP Gatagara, College du Christ-Roi, G.S. Mbuye, G.S. Kigoma and EAV Mayaga.

Because our school caters to a significant number of students with disabilities, we have instituted additional support measures including accessible restroom facilities and designated parking spaces. Moreover, we offer customized learning materials and assistive technologies to aid students with physical disabilities in their academic pursuits. However, our financial limitations prevent us from offering comprehensive transportation services and fully accessible recreational areas (Primary Dada: 2024).

According to this respondent, the school has implemented various support measures for students with disabilities, including accessible restroom facilities, designated parking spaces, and customized learning materials. However, financial constraints hinder the provision of comprehensive transportation services and fully accessible recreational areas.

Another respondent provided the following answer:

Yes, our school has implemented measures to support students with disabilities. For instance, we have constructed pathways to facilitate wheelchair access wherever feasible within our financial means. However, there are still certain facilities that we are unable to provide due to their high cost. (Primary Dada: 2024).

According to the respondent, the school has undertaken efforts to support students with disabilities, such as constructing pathways for wheelchair access within budgetary constraints. However, certain facilities remain unattainable due to their prohibitive costs.

Another respondent says:

Because our school serves a significant number of students with disabilities, we have put in place several supportive measures. These include providing wheelchairs and essential materials to aid students with physical disabilities, as well as offering accessible classrooms and specialized equipment. However, due to financial limitations, we are unable to offer certain facilities like advanced medical equipment and specialized therapy services. (Primary Dada: 2024).

The respondent highlights that their school has implemented various supportive measures for students with disabilities, including providing wheelchairs, essential materials, accessible classrooms, and specialized equipment. However, financial constraints prevent the provision of advanced medical equipment and specialized therapy services, despite serving a significant number of students with disabilities.

The responses provided highlight a gap in the strategies set to support students with physical disabilities, as financial constraints hinder the provision of comprehensive support services despite efforts made by the schools.

Additionally, in to collect data from teachers, DOSs and Head Teachers about the current status of CBR in secondary schools within the Nyanza District, the researcher asked this question “In planning your teaching and learning activities, how do teachers cater for students with physical disabilities?”. The following are some of responses provided:

In planning teaching and learning activities, teachers often consider students with physical disabilities by noting their number and the types of disabilities they have within the lesson plan. However, despite this inclusion, many teachers fail to outline specific strategies for accommodating these students and do not provide special aids to assist them. This oversight

can create barriers to learning for students with physical disabilities, limiting their access to educational opportunities and hindering their academic progress. (Primary Dada: 2024).

The above answer shows that in planning, teachers often acknowledge students with physical disabilities but may overlook outlining specific strategies or providing special aids for their accommodation. Consequently, this oversight can create barriers to learning, emphasizing the importance of actively planning and implementing inclusive teaching strategies to ensure all students, including those with physical disabilities, can fully participate and succeed in the learning process.

As a teacher, I typically do not plan specifically for students with physical disabilities in my teaching and learning activities. Since it is rare to have students with physical disabilities in our school, I generally plan without considering their specific needs. Additionally, we do not have specialized tools or resources to facilitate planning for such students. To be honest, in my planning process, I do not cater specifically for students with physical disabilities. (Primary Dada: 2024).

The above respondent answered that in planning, he doesn't cater for students with physical disabilities due to their rarity in the school and the lack of specialized tools or resources. Consequently, the respondent does not specifically consider the needs of students with physical disabilities in the planning process.

In schools where there is a significant number of students with physical disabilities, some teachers actively cater to their needs during the planning process. They make accommodations and adjustments to ensure that the learning activities are accessible and inclusive for all students, including those with physical disabilities. However, in schools where there are only a few students with physical disabilities, it is rare for teachers to specifically plan

for their needs. This may be due to a lack of awareness or understanding of how to accommodate students with physical disabilities effectively. Consequently, these students may not receive the necessary support and accommodations to fully participate and succeed in the learning environment. (Primary Dada: 2024).

The above answer highlights that in schools with a significant number of students with physical disabilities, some teachers proactively accommodate their needs during the planning process to ensure inclusive learning environments. However, in schools where there are fewer students with physical disabilities, teachers seldom plan specifically for their needs, potentially due to a lack of awareness or understanding, resulting in these students not receiving the necessary support for full participation and success.

The answers provided by teachers, DOSs and Head Teachers from secondary schools in Nyanza District indicate that community-based rehabilitation (CBR) for students with physical disabilities is still at a low level. Despite efforts made by some schools to implement supportive measures, such as accessible facilities and customized learning materials, financial constraints often hinder the provision of comprehensive support services. Moreover, there appears to be a lack of awareness or understanding among teachers regarding the specific needs of students with physical disabilities, particularly in schools where such students are less common. Consequently, these students may not receive the necessary support and accommodations to fully participate and succeed in the learning environment, highlighting a gap in the strategies set to support students with physical disabilities in secondary schools of Nyanza District.

4.2.3 Data from Observation about the Level of CBR in Secondary Schools of Nyanza District in Rwanda

After collecting data from interviews with students, teachers, DOSs and Head Teachers from secondary schools in Nyanza District, which indicated a low level of Community-Based Rehabilitation (CBR) in secondary schools, the researchers proceeded to conduct observations at HVP Gatagara, College du Christ-Roi, G.S. Mbuye, G.S. Kigoma, and EAV Mayaga to assess the actual situation. Firstly, the researcher observed the attitudes towards students with physical

disabilities (SWPDs) in each school. Secondly, researcher observed whether SWPDs were provided with functional rehabilitation services. Thirdly, researcher observed whether SWPDs were empowered. Lastly, researcher observed whether the school environment was welcoming and accessible for SWPDs in each school.

The findings from the observations align closely with those from the interviews conducted earlier. During the observation process, the researcher noted the presence of negative attitudes towards students with physical disabilities (SWPDs) among both students and teachers in some schools. This suggests that despite efforts to promote inclusivity, there remains a lack of understanding and acceptance of SWPDs within these school communities.

Furthermore, the observations revealed that SWPDs were not effectively provided with functional rehabilitation services in some schools. This indicates a gap in the implementation of support mechanisms, potentially stemming from limited resources or a lack of prioritization of the needs of SWPDs within the school environment.

In addition to the challenges related to rehabilitation services, the observations also highlighted shortcomings in the empowerment of SWPDs. It was observed that SWPDs were not effectively empowered, which may impact their ability to advocate for themselves and fully participate in school activities. This underscores the importance of fostering a supportive and inclusive environment that promotes the empowerment of all students, regardless of their physical abilities.

Lastly, the observations revealed that the school environment was not welcoming and inaccessible for SWPDs due to inadequate atmosphere and infrastructures in some schools. This includes barriers such as inaccessible buildings, lack of ramps or elevators, and insufficient accommodations for students with mobility issues. Such environmental barriers can significantly hinder the participation and academic success of SWPDs, highlighting the urgent need for improvements to ensure equal access to education for all students.

Overall, the findings from the observations underscore the persistent challenges faced by SWPDs in secondary schools in Nyanza District. Addressing these challenges will require concerted efforts from school administrators, educators, policymakers, and the broader community to create a more

inclusive and supportive environment that caters to the needs of all students, regardless of their physical abilities.

4.3 Difficulties Experienced by Learners with Physical Disability in Secondary Schools of Nyanza District in Rwanda

The second specific objective of the current study was to examine difficulties experienced by learners with physical disability in Nyanza district in Rwanda. To achieve this objective, the researcher conducted interviews with various stakeholders, including students, teachers, District Education Officers (DOSs), and Head Teachers, across five secondary schools located in Nyanza District. These schools include HVP Gatagara, College du Christ-Roi, G.S. Mbuye, G.S. Kigoma, and EAV Mayaga. Additionally, the researcher employed direct observation techniques within these schools to gain insights into the difficulties experienced by learners with physical disabilities in the district.

4.3.1 Students Views about Difficulties Experienced by Learners with Physical Disability in Secondary Schools of Nyanza District in Rwanda

The current researcher collected qualitative data about students' views regarding difficulties experienced by learners with physical disability in Nyanza district in Rwanda. In order to collect data from students about difficulties experienced by learners with physical disability in Nyanza district in Rwanda, the researcher asked the following questions:

“What are challenges that can affect a student with physical disabilities who can be admitted in your school?” Some of answers provided are the following:

One challenge that a student with physical disabilities may face in our school is not being able to access places easily. This means they might have trouble getting around the school because there are no ramps or special bathrooms for them. Without these things, it can be hard for them to do things like go to class or use the restroom on their own. (Primary Dada: 2024).

This respondent mentioned that a challenge confronting students with physical disabilities in our school revolves around the difficulty of accessing various areas. This difficulty arises from the absence of ramps or specialized bathrooms tailored to their needs, hindering their mobility within

the school premises. As a result, tasks such as attending classes or using the restroom independently become challenging for them.

Another respondent provided the following response:

A challenge for students with physical disabilities in our school is the lack of awareness and care. This means that some teachers and students may not understand the needs of students with disabilities or how to support them. As a result, these students may not receive the attention and assistance they require to succeed academically and socially. (Primary Dada: 2024).

This respondent addressed a challenge in their school regarding the lack of awareness and care for students with physical disabilities. Consequently, students may not receive the necessary support to succeed academically and socially due to a lack of understanding from both teachers and students.

Another respondent provided the following response:

Students with physical disabilities in our school face a challenge because their needs aren't always met individually. This means they might not get the special help they need to learn well. By giving them personalized support, we can help them do better in school. (Primary Dada: 2024).

This respondent observed that students with physical disabilities in their school encounter a difficulty due to inconsistent individual support, leading to a potential lack of specialized assistance necessary for optimal learning. Nonetheless, offering personalized support tailored to their needs can notably improve their academic performance and overall school experience.

Another respondent provided the following response:

One problem that can affect students with physical disabilities affected in our school is that it's hard to get the help they need. This means the process for getting special accommodations is complicated and difficult to understand. If the school can make it

easier for them to access the support they require, they'll have a better chance of succeeding in their studies. (Primary Dada: 2024).

This respondent highlighted a challenge faced by students with physical disabilities in their school, emphasizing the difficulty in obtaining necessary assistance. The process for accessing special accommodations is described as complicated and challenging to comprehend.

4.2.2 Teachers, DOSs and Head Teachers Views about Difficulties Experienced by Learners with Physical Disability in Secondary Schools of Nyanza District in Rwanda

After gathering data from students indicating difficulties experienced by learners with physical disability in Nyanza district in Rwanda, the researcher proceeded to conduct interviews with teachers, DOSs and Head Teachers. These interviews aimed to obtain reliable information regarding difficulties experienced by learners with physical disability in Nyanza district in Rwanda. To obtain reliable data, the researcher asked this question: “What are difficulties that can be experienced by a student with physical disabilities who can be admitted in your school?” The following are some of the answers provided by teachers, DOSs and head teachers from five selected secondary schools of Nyanza District which are HVP Gatagara, College du Christ-Roi, G.S. Mbuye, G.S. Kigoma and EAV Mayaga.

One of respondents answered:

One difficulty that a student with physical disabilities who may be admitted to this school could encounter is physical inaccessibility. This includes issues such as inadequate infrastructure and the absence of specialized facilities, which can impede the student's mobility and independence within the school environment. Without the necessary accommodations, navigating the school premises and accessing essential facilities can be difficult for students with physical disabilities, limiting their participation and hindering their overall educational experience. (Primary Dada: 2024).

The above response indicates that a potential challenge for students with physical disabilities who might enroll in this school is physical inaccessibility. This encompasses issues such as insufficient infrastructure and the lack of specialized facilities, which can hinder their mobility and independence within the school environment, ultimately impacting their educational experience.

Another respondent provided the following response:

Another significant challenge faced by students with physical disabilities who may be admitted to this school is the lack of awareness among both peers and educators. This lack of awareness often leads to misconceptions and misunderstandings about the needs and capabilities of students with physical disabilities. As a result, these students may not receive the necessary support and accommodations they require to fully participate and succeed in academic and social activities within the school environment. (Primary Dada: 2024).

A notable difficulty encountered by potential students with physical disabilities in this school is the insufficient awareness among both peers and educators. This deficiency often results in misconceptions and misunderstandings regarding the needs and capabilities of students with physical disabilities.

Consequently, these students may not obtain the essential support and accommodations needed for their full engagement and success in academic and social endeavors within the school community.

Another respondent provided the following response:

One challenge that a student with physical disabilities who may be admitted to this school could face is a lack of individualization in the support they receive. This means that the assistance and accommodations provided may not be tailored to address their specific needs and requirements. As a result, the student may struggle to fully engage in academic and social activities, as their unique challenges and abilities are not adequately addressed. Providing personalized support is crucial to ensuring that students with physical disabilities can access

equal opportunities and succeed in their educational endeavors. (Primary Dada: 2024).

According to this respondent, a potential obstacle for a student with physical disabilities who might enroll in their school is the absence of personalized support in the assistance they receive. This implies that the aid and accommodations offered may not be customized to meet their individual needs and preferences, potentially hindering their full participation in academic and social activities.

Another respondent provided the following response:

The complex process for accessing accommodations presents a major challenge for students with physical disabilities who can be admitted in our school. This complexity can impede their ability to obtain the essential support and resources, worsening the difficulties they encounter in accessing education and attaining academic success. Streamlining and simplifying the process for accessing accommodations is crucial to enable students with physical disabilities to navigate the system effectively and receive the necessary support for their academic and social well-being. (Primary Dada: 2024).

This means that the complex process of accessing accommodations poses a significant obstacle for students with physical disabilities, hindering their ability to receive essential support and resources.

Simplifying and streamlining this process is vital to ensure these students can effectively navigate the system and obtain the necessary assistance for their academic and social development.

The responses from students, teachers, DOSs and Head Teachers interviews highlight significant challenges faced by learners with physical disabilities in Nyanza district. These challenges include limited accessibility features within school premises, a lack of awareness and understanding among peers and educators, inconsistent individualized support, and the complexity of accessing special accommodations. Addressing these obstacles requires concerted efforts to improve accessibility, raise awareness, provide consistent support, and simplify the process for accessing

accommodations. By doing so, schools can create a more inclusive environment where all students have equal opportunities to succeed.

4.2.3 Data from Observation about Difficulties Experienced by Learners with Physical Disability in Secondary Schools of Nyanza District in Rwanda

After gathering data from interviews with students, teachers, DOSs, and Head Teachers from secondary schools in Nyanza District regarding the difficulties experienced by learners with physical disabilities, the researchers proceeded to conduct observations at HVP Gatagara, College du Christ-Roi, G.S. Mbuye, G.S. Kigoma, and EAV Mayaga to assess the actual situation. During the observations, several findings were made.

The first finding indicates a lack of adequate infrastructure in the schools, particularly concerning accessibility for students with physical disabilities. Observations revealed that schools do not have pathways for wheelchair access or ramps, making it challenging for students with mobility impairments to navigate the premises. Additionally, facilities such as classrooms and washrooms lack appropriate modifications to accommodate students with disabilities.

This lack of infrastructure hinders the mobility and independence of students with physical disabilities, restricting their access to educational facilities and activities within the school environment.

Another notable finding is the lack of individualization in teaching and support provided to students with physical disabilities. Observations indicated that teachers generally plan and deliver lessons without considering the specific needs of these students.

There is a lack of tailored support or accommodations to address the unique challenges faced by students with physical disabilities. As a result, these students may struggle to fully engage in the learning process and may not receive the necessary assistance to succeed academically.

Furthermore, a lack of awareness among students and educators about the needs of students with physical disabilities was observed. This lack of awareness contributes to misconceptions and misunderstandings, leading to inadequate support and inclusion for students with disabilities. Students may not understand the challenges faced by their peers with disabilities, while teachers

may lack the knowledge and skills to effectively cater to their needs. This lack of awareness exacerbates the difficulties experienced by students with physical disabilities in accessing education and participating in school activities.

Additionally, the observation revealed a complex accommodation process for students with physical disabilities, further exacerbating their challenges. The process for accessing accommodations, such as assistive devices or specialized support, was found to be complicated and difficult to navigate. Students and their families may encounter bureaucratic hurdles or face barriers in accessing the necessary resources and support services. This complexity in the accommodation process creates additional barriers to education and limits the opportunities for students with physical disabilities to fully participate and succeed in school.

The findings from interviews with students, teachers, DOSs, and Head Teachers, as well as observations conducted at secondary schools in Nyanza District, highlighted significant difficulties experienced by learners with physical disabilities. These challenges include limited accessibility features within school premises, a lack of awareness and understanding among peers and educators, inconsistent individualized support, and the complexity of accessing special accommodations. These obstacles hinder the mobility, independence, and overall educational experience of students with physical disabilities, limiting their opportunities for academic and social inclusion. Addressing these challenges requires concerted efforts to improve infrastructure, raise awareness, provide tailored support, and simplify the process for accessing accommodations, ultimately fostering a more inclusive learning environment where all students can thrive.

4.3 The Contribution of CBR in Inclusion of SWPDs to Education in Secondary Schools of Nyanza District in Rwanda

The third aim of the study was to explore the contribution of Community-Based Rehabilitation (CBR) in promoting the inclusion of learners with physical disabilities in education within Nyanza district, Rwanda. To achieve this objective, the researcher conducted interviews with a range of stakeholders, including students, teachers, DOSs and Head Teachers, from five secondary schools located in Nyanza District. These schools include HVP Gatagara in Mukingo sector, College du Christ-Roi in Busasamana district, G.S. Mbuye in Kibirizi Sector, G.S. Kigoma in Kigoma sector, and EAV Mayaga in Muyira sector. Additionally, direct observation techniques were employed

within these schools to gain deeper insights into the role of CBR in promoting the inclusion of learners with physical disabilities in education within the district.

4.2.1 Students Views about the Contribution of CBR in Inclusion of SWPDs to Education in Secondary Schools of Nyanza District in Rwanda

The current researcher gathered qualitative data on students' perspectives regarding the role of Community-Based Rehabilitation (CBR) in fostering the inclusion of learners with physical disabilities in education within Nyanza district, Rwanda. To gather this information from students, the researcher posed the question: "What is the contribution of community-based rehabilitation in the inclusion of learners with physical disabilities in education at your school?"

Some of the responses obtained are outlined below:

One respondent answered:

Community-based rehabilitation plays a vital role in ensuring that learners with physical disabilities are included in education at our school. Through CBR initiatives, students with disabilities receive tailored support and accommodations to facilitate their learning and participation in school activities. (Primary Dada: 2024).

This response highlights the impact of CBR in providing personalized assistance and accommodations to students with physical disabilities, ensuring they have equal access to education and can fully engage in school life.

Another respondent answered:

In our school, community-based rehabilitation efforts have significantly contributed to the inclusion

of learners with physical disabilities in education. CBR programs promote awareness and understanding among students and educators, fostering a supportive environment where students with disabilities can thrive. (Primary Dada: 2024).

This answer emphasizes the role of CBR in raising awareness and fostering a supportive environment within the school community, which is essential for promoting the inclusion and success of students with physical disabilities.

Another respondent answered:

The contribution of community-based rehabilitation to the inclusion of learners with physical disabilities in education is evident in our school. CBR initiatives provide essential resources and services to students with disabilities, enabling them to access education on an equal basis with their peers. (Primary Dada: 2024).

Here, the respondent acknowledges the tangible support and resources provided by CBR programs, which are instrumental in ensuring that students with physical disabilities have the necessary tools and opportunities to participate in education alongside their peers.

Another respondent answered:

Community-based rehabilitation plays a crucial role in promoting the inclusion of learners with physical disabilities in education at our school. Through CBR programs, students with disabilities receive specialized support and accommodations tailored to their individual needs, ensuring they can fully participate in educational activities and achieve academic success. (Primary Dada: 2024).

This response underscores the importance of individualized support and accommodations provided by CBR initiatives, which empower students with physical disabilities to actively engage in learning and succeed academically. In conclusion, the responses from students highlight the significant contribution of community-based rehabilitation programs in promoting the inclusion of learners with physical disabilities in education within Nyanza district, Rwanda.

4.2.2 Teachers, DOSs and Head Teachers Views about the Contribution of CBR in Inclusion of SWPDs to Education in Secondary Schools of Nyanza District in Rwanda

After collecting data from students highlighting the significant contribution of community-based rehabilitation programs in promoting the inclusion of learners with physical disabilities in education within Nyanza district, Rwanda, the researcher proceeded to conduct interviews with teachers, DOSs, and Head Teachers. These interviews aimed to obtain reliable information regarding the contribution of Community-Based Rehabilitation (CBR) in promoting the inclusion of learners with physical disabilities in education within Nyanza district, Rwanda. To obtain reliable data, the researcher asked this question: "What is the contribution of community-based rehabilitation in the inclusion of learners with physical disabilities in education in your school?" The following are some of the answers provided by teachers, DOSs, and head teachers from five selected secondary schools of Nyanza District: HVP Gatagara, College du Christ-Roi, G.S. Mbuye, G.S. Kigoma, and EAV Mayaga.

Community-based rehabilitation has greatly contributed to the inclusion of learners with physical disabilities in our school by providing necessary resources such as specialized equipment and assistive devices. Additionally, CBR programs have facilitated awareness campaigns and training sessions for teachers, enhancing their understanding and ability to support students with disabilities effectively. (Primary Dada: 2024).

This response suggests that the CBR programs at HVP Gatagara have been instrumental in fostering the inclusion of students with physical disabilities by not only providing essential resources but also conducting awareness and training sessions to empower teachers in their support role.

The contribution of community-based rehabilitation in our school is evident through the establishment of

partnerships with local organizations and disability advocacy groups. These partnerships have led to the implementation of inclusive policies and practices, ensuring that students with physical disabilities have equal opportunities for learning and participation. (Primary Dada: 2024).

The respondent emphasizes the collaborative efforts facilitated by CBR initiatives at the school of the respondent, which have resulted in the adoption of inclusive policies and practices, thereby promoting equal access and participation for students with physical disabilities.

Community-based rehabilitation has played a crucial role in fostering a supportive and inclusive school environment through the promotion of disability awareness and sensitivity among students and staff. This has led to increased acceptance and integration of students with physical disabilities into the school community. (Primary Dada: 2024).

The respondent underscores the impact of CBR efforts in promoting a culture of inclusivity and acceptance by raising awareness and sensitivity among students and staff, consequently fostering greater integration of students with physical disabilities.

Through community-based rehabilitation programs, our school has been able to implement physical accessibility measures such as ramps and handrails, making our campus more inclusive and accessible for students with physical disabilities. Additionally, CBR initiatives have facilitated the provision of specialized support services, ensuring that students receive the assistance they need to thrive academically. (Primary Dada: 2024).

This response highlights the tangible outcomes of CBR programs at the respondent's school, including the implementation of physical accessibility measures and the provision of specialized support services, thereby enhancing the overall inclusivity and support for students with physical disabilities.

The contribution of community-based rehabilitation in our school is evident in the development and

implementation of individualized support plans for students with physical disabilities. These plans address the unique needs of each student, ensuring that they receive personalized assistance and accommodations to facilitate their learning and participation in school activities. (Primary Dada: 2024).

The respondent emphasizes the personalized support provided through individualized support plans developed as part of CBR initiatives, indicating a tailored approach to address the diverse needs of students with physical disabilities, ultimately promoting their inclusion and success in the school environment.

In conclusion, the responses from teachers, DOSs, and Head Teachers from the selected secondary schools in Nyanza District highlight the significant contribution of community-based rehabilitation (CBR) programs in promoting the inclusion of learners with physical disabilities in education. These programs have facilitated the provision of essential resources, such as specialized equipment and assistive devices, and have promoted awareness, training, and partnership initiatives aimed at creating a supportive and inclusive school environment.

Additionally, CBR efforts have led to the implementation of physical accessibility measures, the development of individualized support plans, and the adoption of inclusive policies and practices, ultimately fostering greater acceptance, integration, and success for students with physical disabilities within the school community. Overall, the findings underscore the crucial role of CBR in promoting inclusive education and enhancing opportunities for learners with physical disabilities in Nyanza District, Rwanda.

4.2.3 Data from Observation about the Contribution of CBR in Inclusion of SWPDs to Education in Secondary Schools of Nyanza District in Rwanda

After collecting data from interviews about the contribution of Community-Based Rehabilitation (CBR) programs to the inclusion of students with physical disabilities (SWPDs) in education, the researcher conducted observations in five schools which have been code as school1, 2,3,4, and 5.

The observations revealed that in School 2, 3, 4 and 5, CBR was not effectively enhanced, which negatively affected the inclusion of SWPDs in their respective schools.

In school 1, even though some students acknowledged their schools' potential to welcome peers with physical disabilities, there was a lack of supportive measures and inclusive environments, others expressed discomfort and unease, indicating kind of strong negative attitudes that hinder inclusion within school communities.

In School 2, despite the potential for CBR to contribute positively to the inclusion of SWPDs, its effectiveness was limited by inadequate implementation and support. This resulted in a lack of awareness about disability issues among staff and students, as well as insufficient physical accessibility and support services for SWPDs, hindering their full participation in school activities.

Similarly, in School 3, although CBR initiatives were present, they were not effectively enhanced, leading to challenges in promoting the inclusion of SWPDs. The school's efforts were hampered by a lack of resources and support, resulting in limited access to tailored support services and individualized accommodations for SWPDs. Consequently, SWPDs in School 3 faced barriers to their education, including limited opportunities for participation and engagement in school life.

In School 4, where CBR was also not effectively enhanced, the inclusion of SWPDs was adversely affected by a lack of proactive measures and support. Despite the potential for CBR to improve accessibility and support services for SWPDs, the school's initiatives fell short due to limited resources and commitment. As a result, SWPDs in School 4 encountered challenges in accessing educational opportunities and receiving the necessary support to succeed academically.

Similarly, in School 5, where CBR was not effectively enhanced, the inclusion of SWPDs was compromised by a lack of concerted efforts and resources. Despite the presence of CBR initiatives, the school struggled to provide adequate support and accommodations for SWPDs, resulting in their marginalization and exclusion from fully participating in school activities. Without effective enhancement of CBR programs, SWPDs in School 5 faced barriers to their education and experienced difficulties in accessing the support they needed to thrive academically and socially.

In conclusion, both the data from interviews and observations revealed the significant contribution of Community-Based Rehabilitation (CBR) programs in promoting the inclusion of learners with

physical disabilities in secondary schools of Nyanza District, Rwanda. Interviews with stakeholders highlighted the positive impact of CBR initiatives, including the provision of essential resources, awareness campaigns, and individualized support plans, which fostered a supportive and inclusive school environment.

However, observations indicated that CBR was not effectively enhanced in several schools, leading to challenges in promoting the inclusion of students with physical disabilities. Despite this, the findings underscore the crucial role of CBR in facilitating equal access to education and creating opportunities for students with physical disabilities to thrive academically and socially within the school community. Therefore, enhancing and implementing CBR programs effectively is essential to ensure the continued promotion of inclusive education in Nyanza District's secondary schools.

4.4 Summary

Chapter four focuses on presenting the findings of the study, which are divided into several subsections including an Introduction, an examination of the Level of Community-Based Rehabilitation (CBR) in Secondary Schools of Nyanza District in Rwanda, an exploration of the Difficulties Experienced by Learners with Physical Disabilities in Secondary Schools of Nyanza District in Rwanda, and analysis of the Contribution of CBR in the Inclusion of Students with Physical Disabilities (SWPDs) in Education in Secondary Schools of Nyanza District in Rwanda, and finally, the Summary.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter is discussing the research findings. It also provides conclusions as well as recommendations.

5.1 Discussion of the Findings

The research results were thoroughly analyzed in accordance with the predetermined study goals. These objectives encompassed: (1) to identify the level of community-based rehabilitation in secondary schools of Nyanza District in Rwanda, (2) to examine difficulties experienced by learners with physical disability in Nyanza district in Rwanda, (3) to clarify contribution of Community-Based Rehabilitation in inclusion of learners with physical disability to education in Nyanza district in Rwanda.

5.1.1 The Level of CBR in Secondary Schools of Nyanza District in Rwanda

This first objective sought to identify the level of community-based rehabilitation in secondary schools of Nyanza District in Rwanda. The findings on community-based rehabilitation (CBR) in secondary schools within Nyanza District, Rwanda, provide insights into the complex landscape of inclusivity and support for students with physical disabilities. Interviews and observations across diverse schools in the district highlighted both positive and challenging aspects of CBR implementation which aligns with the findings from (Brodwin & Orange, 2002, p. 78). While some students acknowledged their schools' potential to welcome peers with physical disabilities, citing supportive measures and inclusive environments, others expressed discomfort and unease, indicating underlying negative attitudes that hinder inclusivity within school communities (Leatorts, 2014, p. 112).

Insights from teachers, Department of Studies (DOSs), and Head Teachers shed light on the challenges and efforts related to CBR implementation (Furuoka et al., 2011, p. 45). Although

commendable steps have been taken in some schools, such as providing accessible facilities and customized learning materials, financial limitations and gaps in awareness among educators remain significant barriers (Jha, 2002, p. 33); (Mahapatra, 2007, p. 67); (Ahmad, 2018, p. 89). This underscores the need for targeted training and resources to enhance inclusive teaching practices and create accessible learning environments for all students.

Observations further corroborated these challenges, noting negative attitudes, shortcomings in rehabilitation services, and physical accessibility barriers within school environments. These findings underscore the multifaceted nature of the barriers faced by students with physical disabilities in accessing quality education. Addressing these challenges requires collaborative efforts among educational authorities, school administrators, teachers, and the broader community to promote a culture of acceptance and provide adequate resources and training for inclusive practices.

5.1.2 Difficulties Experienced by Learners with Physical Disability in Secondary Schools of Nyanza District in Rwanda

The second specific objective of the current study was to examine difficulties experienced by learners with physical disability in Nyanza district in Rwanda. The findings show that, the difficulties experienced by learners with physical disabilities in secondary schools of Nyanza District, Rwanda, reveal multifaceted challenges that impact their educational journey. Students' perspectives shed light on several key issues, including physical inaccessibility within school premises, a lack of awareness and understanding among peers and educators, inconsistent individualized support, and the complex process of accessing accommodations. These findings resonate with previous research conducted by (Mahapatra, 2007), (Perumal, 2022), (Blavt, 2022), and (Wecapable, 2023), providing a deeper understanding of the systemic barriers faced by students with physical disabilities in educational settings.

One of the prominent challenges highlighted by students is physical inaccessibility, as identified by (Mahapatra, 2007). This encompasses issues such as inadequate infrastructure, absence of

ramps, and lack of specialized facilities, all of which hinder the mobility and independence of students with physical disabilities within the school environment. Similarly, the complexity of the accommodation process, as discussed by (Wecapable, 2023), adds another layer of difficulty for these students, making it challenging to access the necessary support and resources for their academic and social well-being.

The lack of awareness and understanding among peers and educators, as emphasized by (Perumal, 2022), contributes to misconceptions and misunderstandings regarding the needs and capabilities of students with physical disabilities. This lack of awareness leads to inadequate support and inclusion, further exacerbating the challenges faced by these students in accessing education and participating in school activities effectively.

Furthermore, the observations from (Blavt, 2022) regarding the lack of individualization in teaching and support provided to students with physical disabilities align with the students' experiences in the current study. The absence of tailored support or accommodations tailored to their specific needs hinders their full engagement in the learning process and limits their opportunities for academic success.

In conclusion, the findings from this study underscore the urgent need for comprehensive interventions to address the difficulties faced by learners with physical disabilities in secondary schools of Nyanza District. Collaborative efforts are required to improve infrastructure, raise awareness, provide consistent and individualized support, and streamline the accommodation process. By addressing these challenges, educational institutions can create a more inclusive and supportive environment where all students, including those with physical disabilities, can thrive academically and socially.

5.1.3 The Contribution of CBR in Inclusion of SWPDs to Education in Secondary Schools of Nyanza District in Rwanda

Findings of the current study reveals effective CBR plays a crucial role in inclusion of SWPDs to education in secondary schools of Nyanza District in Rwanda. The findings from this study shed light on the significant role of Community-Based Rehabilitation (CBR) programs in promoting the inclusion of learners with physical disabilities in secondary schools of Nyanza District, Rwanda. The perspectives shared by students, teachers, DOSs, and Head Teachers highlight the positive impact of CBR initiatives, such as providing essential resources, promoting awareness, and fostering a supportive environment, all of which contribute to the inclusion and success of students with physical disabilities (SWPDs) in education.

Students' views emphasize the vital contribution of CBR in ensuring that SWPDs receive tailored support and accommodations, facilitating their learning and participation in school activities. This resonates with the ideas presented by (Chavuta et al., 2015), who argue that accessibility to services for people with disabilities remains a significant challenge globally. The recognition of CBR's role in addressing these challenges is evident in the students' perspectives, indicating the tangible benefits of CBR programs in enhancing educational opportunities for SWPDs.

Similarly, teachers, DOSs, and Head Teachers acknowledge the transformative impact of CBR in their schools. The implementation of CBR initiatives has led to partnerships, awareness campaigns, and the development of inclusive policies and practices, all of which contribute to creating a more inclusive and accessible school environment. This aligns with the insights provided by (Stubbs, 2002), who emphasizes that CBR approaches address the problems and difficulties faced by people with disabilities and their families, highlighting the necessity of CBR in promoting inclusion.

However, the observations also reveal challenges in the effective implementation of CBR across some schools in Nyanza District. Schools where CBR was not effectively enhanced faced barriers in promoting the inclusion of SWPDs due to inadequate resources, limited awareness, and lack of proactive measures.

This underscores the importance of enhancing and implementing CBR programs effectively, as emphasized by (Shakee, 2015), who advocates for the participation of people with disabilities and their families in CBR to achieve rehabilitation, equalize opportunities, and promote social inclusion.

In conclusion, while CBR has shown significant potential in promoting inclusive education for SWPDs in Nyanza District's secondary schools, there is a need for concerted efforts to overcome implementation challenges and ensure the continued promotion of inclusive practices. Collaborative partnerships, increased awareness, resource allocation, and proactive measures are essential in enhancing CBR's impact and fostering a more inclusive and supportive educational environment for all students, including those with physical disabilities.

5.2. Conclusion

In summary, this study highlights two main findings. Firstly, it indicates that community-based rehabilitation (CBR) in secondary schools of Nyanza District, Rwanda, is at a low level. This is evident from various indicators such as negative attitudes towards persons with disabilities (PWDs), inadequate provision of functional rehabilitation services, lack of empowerment for PWDs and the absence of a welcoming and accessible environment in secondary schools across the district.

Secondly, the research findings outline a range of difficulties faced by learners with physical disabilities in Nyanza District, Rwanda. These challenges include physical inaccessibility, lack of awareness about disabilities, absence of individualized support, and a complex accommodation process. Addressing these difficulties requires collaborative efforts from all educational stakeholders.

Furthermore, the study emphasizes the contribution of CBR to the inclusion of students with physical disabilities (SWPDs) in secondary schools of Nyanza District, Rwanda. CBR plays a crucial role in this inclusion process by providing personalized support and accommodations, promoting awareness and understanding among students and educators, establishing partnerships and inclusive policies, and improving physical accessibility and support services within the school environment.

5.3. Recommendations

On the basis of findings gotten, the current research provided the following recommendations:

- i) Encourage students with physical disabilities in Nyanza District to actively participate in community-based rehabilitation (CBR) programs to access tailored support and accommodations that facilitate their inclusion in education.
- ii) Provide training and workshops for teachers in Nyanza District to enhance their understanding of CBR principles and practices, enabling them to effectively support learners with physical disabilities in inclusive classrooms.
- iii) School leaders in Nyanza District should collaborate with CBR organizations and local communities to establish inclusive policies and practices within schools, ensuring physical accessibility and specialized support services for students with physical disabilities.
- iv) Education sector stakeholders should advocate for increased funding and resources directed towards CBR initiatives in Nyanza District, emphasizing the importance of CBR in promoting the inclusion and well-being of learners with physical disabilities in the education system.

5.4. Suggestion for Further Study

The researcher recommends further studies to be carried out in the following areas:

- i) Conducting a comparative analysis of the effectiveness of different community-based rehabilitation (CBR) models in promoting the inclusion of learners with physical disabilities across various districts in Rwanda.
- ii) Investigating the perceptions and experiences of parents/guardians of learners with physical disabilities regarding the impact of CBR on their children's educational outcomes and overall well-being.
- iii) Exploring the role of technology and assistive devices in enhancing the participation and academic success of students with physical disabilities in inclusive educational settings supported by CBR interventions.
- iv) Examining the challenges and opportunities faced by teachers in implementing CBR strategies to promote the inclusion of learners with physical disabilities and identifying best practices for teacher training and capacity building.

- v) Assessing the long-term sustainability and scalability of CBR initiatives in Nyanza District and other regions, focusing on factors that contribute to their successful integration into mainstream education systems and community support structures.

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APPENDICES

Appendix 1: Interview Guide for Students

1. Can your school welcome students with physical disabilities?
2. Has your school set up some strategies to support students with physical disabilities?
3. How do you feel when you meet a student with physical disability?
4. What are challenges that can affect a student with physical disabilities who can be admitted in your school?

Appendix 2: Interview Guide for Teachers

1. Has your school set up some strategies to support students with physical disabilities?
2. What strategies that are being used in your school to support students with physical disabilities?
3. Does your school provide special services for students with physical disabilities?
4. In planning your teaching and learning activities, how do you cater for students with physical disabilities?
5. What are difficulties that can be experienced by a student with physical disabilities who can be admitted in your school?
6. What is the contribution of community-based rehabilitation in inclusion of learners with physical disability to education in your school?

Appendix 3: Interview Guide for Deans of Studies

1. Has your school set up some strategies to support students with physical disabilities?
2. What strategies that are being used in your school to support students with physical disabilities?
3. Does your school provide special services for students with physical disabilities?
4. In planning your teaching and learning activities, how do teachers cater for students with physical disabilities?
5. What are difficulties that can be experienced by a student with physical disabilities who can be admitted in your school?
6. What is the contribution of community-based rehabilitation in inclusion of learners with physical disability to education in your school?

Appendix 4: Interview Guide for Head Teachers

1. That is Community- Based Rehabilitation?
2. What do you understand by inclusive education?
3. Has your school set up some strategies to support students with physical disabilities?
4. What strategies that are being used in your school to support students with physical disabilities?
5. Does your school provide special services for students with physical disabilities?
6. In planning your teaching and learning activities, how do teachers cater for students with physical disabilities?
7. What are difficulties that can be experienced by a student with physical disabilities who can be admitted in your school?
8. What can be done or improved in your school in order to ensure the inclusion of students with physical disabilities to education in your school?
9. What is the contribution of community-based rehabilitation in inclusion of learners with physical disability to education in your school?

Appendix 5: Observation Guide

1. The Level of Community Based Rehabilitation in Secondary Schools of Nyanza District		
a) Attitudes towards SWPDs	Negative	Positive
b) SWPDs are provided with functional rehabilitation services	No	Yes
c) SWPDs are empowered	No	Yes
d) The school environment is welcoming and accessible for SWPDs	No	Yes
2. Difficulties Experienced by Learners with Physical Disability		
3. The Contribution of CBR in inclusion of SWPDs to Education		
Is CBR in this school enhanced		
School 1	No	Yes
	If yes what is its contribution to inclusion of SWPDS	
	If no, what is its effects to inclusion of SWPDS	
School 2	No	Yes
	If yes what is its contribution to inclusion of SWPDS	
	If no, what is its effects to inclusion of SWPDS	
School 3	No	Yes
	If yes what is its contribution to inclusion of SWPDS	
	If no, what is its effects to inclusion of SWPDS	
School 4	No	Yes
	If yes what is its contribution to inclusion of SWPDS	
	If no, what is its effects to inclusion of SWPDS	
School 5	No	Yes
	If yes what is its contribution to inclusion of SWPDS	
	If no, what is its effects to inclusion of SWPDS	

Data collection letter from the university



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TO WHOM IT MAY CONCERN

Student Name: *GATETE Elias*
Registration number : *221028425*

The School of Inclusive and Special Needs Education offers a master's 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.

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*"The Contribution of Community Based Rehabilitation
in Inclusion of learners with Physical disability
in NYANZA District in Rwanda"*
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GATETE Elias

Tel: 0783753366

Email : gatetes@gmail.com

Re: Your request for Academic Research

1. Basing on your letter requesting for Academic Research College de Christ Roi, EAV Mayaga, GS Mbuye, HVP Gatagara and GS Kigoma in Nyanza District, I have the pleasure to inform you that you are given an opportunity to carry out your Academic Research.
2. However, you are requested to use the information given to you for academic purposes only and you will work closely with the above mentioned Schools in collaboration of Education Unit.

Best regards,

NTAZINDA Erasme
Mayor of Nyanza District

Cc:

- ✓ Acting District Executive Secretary
- ✓ Director of Education Unit
- ✓ Head Teacher of College de Christ Roi
- ✓ Head Teacher of EAV Mayaga
- ✓ Head Teacher of GS Mbuye
- ✓ Head Teacher of HVP Gatagara ;
- ✓ Head Teacher of GS Kigoma.



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CERTIFICATION OF CORRECTIONS MADE

I the undersigned certify that as the Main reader of this thesis, I have checked that the corrections required have been made, and hereby recommended for acceptance by University of Rwanda the final copy of the thesis entitled: **The Contribution of Community Based Rehabilitation in Inclusion of Learners with Physical Disability in Nyanza District**

Name of student: **GATETE Elias**

Student's Number: **221028425**

This is in fulfillment of the degree of Masters of Inclusive and Special Needs Education/ School of Education.

Name: Dr. Jeannette Musengimana

Signature:

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