

**INVESTIGATING THE IMPLIMENTATION OF INCLUSIVE TEACHING STRATEGIES IN
RWANDAN PRIMARY SCHOOLS. A CASE STUDY OF GATSIBO DISTRICT PRIMARY
SCHOOLS**

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**A research project submitted to School of Inclusive and Special Needs Education in
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DECLARATION

I, Jean de Dieu NDAYAMBAJE hereby declare that my research **"INVESTIGATING THE IMPLEMENTATION OF INCLUSIVE TEACHING STRATEGIES IN RWANDAN PRIMARY SCHOOLS: A case study of Gatsibo District Primary Schools"** for the award of Master degree in Special Needs Education of University of Rwanda College of Education, is my original work and contains no materials which has been accepted for the award of any other degree in any University or institution as whole or in part.

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CERTIFICATE

This is to certify that the work reported in the thesis entitled "**Investigating The Implementation of Inclusive Teaching Strategies in Rwandan Primary Schools: A Case Study of GATSIBO District Primary Schools**" by Jean de Dieu NDAYAMBAJE was carried out under my supervision.

Signature: Date:.....

Dr. Evariste Karangwa
Supervisor

DEDICATION

This work is dedicated to my lovely wife MUJAWAMARIYA Pascasie and my entire family whose support made it possible for me to go through this program.



ACKNOWLEDGEMENT

My thanks go to different people owing to their contribution in writing my dissertation. My special thanks are acknowledged to my Supervisor **Dr. Evariste Karangwa** for his efforts and advice, he did since the beginning of my research up to its end, and all led to the completion of my work.

My thanks go to all Lecturers of University of Rwanda College of Education, Master of Special Needs Education who supported me throughout my studies.

ABSTRACT

This study entitled Investigating the Implementation of Inclusive Teaching Strategies in Primary Schools: A Case Study of Gatsibo District, aimed at investigating teachers' implementation of inclusive teaching strategies and understanding of educational needs of learners who face barriers to learning and provide means to support them. This research discussed inclusive teaching strategies that teachers use in teaching learners with learning difficulties and Special Educational Needs with great emphasis on teaching learners with mild sensory and physical difficulties, cognitive and learning difficulties, communication and interaction difficulties, as well as behavioral, emotional and social difficulties.

The main objective of the research was to investigate how well teachers implement inclusive teaching strategies in Rwandan primary schools with case study of Gatsibo District. The research methodology was based on semi-structured interview and questionnaires. All in all 9 questionnaires were distributed among teachers and interviews among three Head teachers from 3 Primary schools in Gatsibo District.

The subjects were chosen from all primary school grades, P1 to P6. The main themes identified in the questionnaires and interviews were among others availability of resources, strategies need, and problems encountered in implementing inclusive teaching strategies.

The conclusion reached is that inclusive teaching strategies are continually being implemented by primary school teachers in Rwandan schools. It is recommended to the Rwanda Basic Education Board and all other stakeholders that they should effectively collaborate to make it work more successfully.

LIST OF ABBREVIATIONS

SEN: Special Educational Needs

UNICEF: United Nations Children' Fund

REB: Rwanda Basic Education Board

IEP: Individualized Education Program

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CHAPTER ONE : GENERAL INTRODUCTION

1.0 Introduction

This chapter discusses the background of the study, the statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, scope of the study, research methodology as well as the organization of the study.

1.1.THE BACKGROUND OF THE STUDY

The United Nations post-2015 Sustainable Development Goals, agreed in September 2015, aim by 2030 to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations” (United Nations, 2015, p. 7).

Moreover, it is very important to eminently demonstrate the core value attributed to both access and quality education all over the world. This is made to ensure equitable and inclusive quality education and lifelong learning for all (UNESCO, 2017, p.7; Rambla & Langthaler, 2016, p. 7). It is meant that quality education set children leaving school well equipped with the skills, knowledge, attitudes and values needed for their own further social-economic development.

In the framework of inclusive education that lies within the scope of national and international strategies, Rwanda has dedicated to the education sector strategies in promoting full access and the participation of all learners with disabilities and special education needs (MINEDUC, 2007, p.4). A comprehensive support to this category of inclusion is an outstanding step now that without it, some of the learners are expelled from school due to both internal and external factors that influence their ability to study and it would be subjected to social and economic marginalization. The policy particularly emphasizes the educational needs of different groups of all learners with special educational needs that are poverty, ill and malnutrition, gender, disability, geographical, cultural isolation, infected and displaced (MINEDUC, 2007, p.

5; MINEDUC, 2018, p. 24).

“Inclusive regular schools are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieve education for all” (Salamanca Statement, 1994). The fundamental tenet of inclusive schooling is that all children should learn together wherever possible, regardless of any difficulties or differences. Inclusive schools must recognize and respond to the diverse needs of learners, accommodating both different styles and different rates of learning and ensuring quality education to all through appropriate curricula and teaching strategies (Salamanca, 1994).

The Government of Rwanda is fully committed to the propagation of inclusive education. It believes that Education for All cannot be achieved if some members of the Rwandan community, including those with special educational needs (SNE) and vulnerability, are excluded from the education system. The country's Special Needs and Inclusive Education Policy (2018) aims to ensure that all children have access to equitable, inclusive, and quality education. For all children to progress and enjoy the benefits of education in an inclusive setting, they need the support of all skilled actors involved in the provision of education.

With appropriate support from teachers, school leaders, parents, local authorities, civil society and development partners, it is expected that learners with SNE will be enabled to participate fully in the teaching and learning process. (Rwanda Education Board [REB], 2018)

Since 2016, a new Competence-Based curriculum (CBC) has been initiated in Rwanda. This reform moved from a Knowledge-Based Curriculum to a Competence-Based Curriculum designed to cater to learners' individual needs and talents and guaranteeing the provision of holistic education that includes knowledge, skills, attitudes and values.

Rwanda Basic Education Board (2016) developed a *Guide to Inclusive Education in Pre-Primary, Primary and Secondary Education* to accompany the Competence-Based Curriculum.

1.2. The statement of the problem

The education has to make powerful teachers capable of supporting learners with learning difficulties and special educational needs and learning difficulties by effectively applying inclusive teaching strategies. It requires teachers' attention in preparation and implementation of curriculum, methodology of teaching, facilitating materials, modern technologies to assist teachers and learners as well as regular classroom assessments.

However, teachers come across with many challenges which hinder them to properly support all learners including those with special educational needs and learning difficulties at primary school level.

If the situation remains the way it is, Rwandan primary schools will not play a key role in the achievements of all learners including those with special educational needs and learning difficulties.

In this study, the researcher wants to investigate the extent to which primary teachers in Gatsibo District implement inclusive teaching strategies when delivering their courses, hence the topic **"Investigating The Implementation of Inclusive Teaching Strategies in Rwandan Primary Schools: A Case Study of GATSIBO District Primary Schools"**

1.3 Objective of the Study

To investigate how well teachers, implement inclusive teaching strategies for all learners including those with special educational needs and learning difficulties

1.3.1 Specific Objectives

- a) To examine the extent to which Rwandan primary teachers implement inclusive teaching strategies
- b) Find out challenges that Rwandan primary teachers meet when implementing inclusive teaching strategies

1.4. Research questions

It is very important to explicitly make clear what a researcher is looking for in a scientific work. Therefore, the present research fosters a head, through the review of cumulative and intersubjective knowledge, to answer the following research question: How do primary school teachers understand inclusive teaching strategies?

this research question encompasses two sub categories that states:

(1) What is the extent to which primary school teachers implement inclusive teaching strategies in Rwanda?

(2) what challenges do Rwandan primary school teachers face when implementing inclusive teaching strategies?

1.5. Significance of the study

The researcher hoped to contribute to the implementation of inclusive teaching strategies in Rwandan Primary schools. This study hopes to benefit various education stakeholders, namely, teachers, school head teachers, district officers, Rwanda Basic Education Board, The Ministry of Education, nongovernment organizations, policymakers, and researchers in the following ways as it will make them aware of teachers' progress towards the implementation of inclusive teaching strategies in Rwandan Primary schools.

The school administrators will be able to explore possible inclusive teaching strategies for improved achievements in learning for all learners including those with special educational needs and learning difficulties

The study will serve as references to other researchers who will do the same research or the related researches.

1.6. LIMITATIONS OF THE STUDY

The Implementation of Inclusive Teaching Strategies in Rwandan Primary schools is a critical issue in educational quality implementation in Rwanda. This motivated the researcher to collect quality data whereby used triangulation for data collection. These methods include semi- structured interview for three primary school Head teachers that helped the researcher to keep on track of the interview with visible target. I also used the audio recording system that helped the researcher to recall exactly what the interviewee explained in relation to the discussion under the subject.

Besides, transcripts also were another ingredient that made the data to look quality in a way that transcription was made by the researcher who was already trained and made them by word per word keeping the ideas released by the interviewees. The

language used during the interview was Kinyarwanda. This come in after a consensus on which language to be used for them to feel comfortable and free of giving information. I also used 9 questionnaires addressed to 9 primary school teachers from three primary schools. These consist of a checklist lists for inclusive teaching strategies common tips whereby respondents my answer to closed questions: No, yes, or No idea answers.

However, limitations were also looked at whereby the sample of the present work was only three primary schools. This was not pertinent challenge since the objective of the research was to generalize the findings but to investigate what and how secondary school principals understand and experience inclusive education at the ground. This is also meant to mention that the translation of the transcript was made by a student from protestant institute of arts and social sciences. I, the researcher proofread the transcripts in relation to the audios and edited the transcripts for the sake of keeping the originality of the data and the language used by translator was also evoked.

The researcher encountered some challenges during the data collection as they are detailed. It is noted that the limitations of power relationships between the researcher and the interviewee, meaning that it appears as if I, the researcher, played a dominant role by asking questions with his own agenda, while the interviewee became passive by providing answers (Ngozwana, 2017, p.23). In one particular case, I was the one who experienced the issues of power in an interview with a principal. Nevertheless, I counteracted by trying to build a rapport with the principal, emphasizing the need to get her perceptions about the concepts under investigation, which was the purpose of the study.

1.7. Scope of the study.

This study was carried out in Gatsibo District primary schools. It focused on investigating the implementation of inclusive teaching strategies that teachers use in supporting all learners to make sure no one is left behind in teaching learning process.

1.8. Research Methodology

The Implementation of Inclusive Teaching Strategies in primary schools is a critical issue in educational quality implementation in Rwanda. This motivated the researcher to collect quality data whereby I used contingent method and tools for data collection. These methods include semi-structured interview and questionnaires that helped the researcher to keep on track of the interview with visible target. I also used the audio recording system that helped the researcher to recall exactly what the interviewee explained in relation to the discussion under the subject. Besides, transcripts also were another ingredient that made the data to look quality in a way that transcription was made by the researcher who was already trained and made them by word per word keeping the ideas released by the interviewees. The language used during the interview was Kinyarwanda. This came in after a consensus on which language to be used for them to feel comfortable and free of giving information.

1.9. THE ORGANISATION OF THE STUDY

This paper on “Investigating the Implementation of Inclusive Teaching Strategies in Rwanda Primary schools: A case study of Gatsibo District” is divided into other five chapters. The second chapter deals with the state of research. Then the third chapter describes the research methodology basing on previous research discourse and empirical literature relevant to the needs of research method to be used in line with the topic as it is presented. In this chapter, the following lines of argumentation are followed: the concept of qualitative research approach are detailed, data collection instruments explicitly reflecting the topic of the present work, data analysis method are discussed pivoting on empirical literature. Thus, the next chapter is about the findings while the fifth chapter concentrate on the discussion of the findings. Then at the end conclusion and references are addressed within the present work.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

According to Shona McCombie's, a literature review is a survey of scholarly sources (such as books, journal articles, and theses) on a particular topic. It gives an overview of key findings, concepts and developments in relation to a research problem or question. A good literature review doesn't just summarize sources—it aims to: Analyze, interpret and critically evaluate the literature, synthesize sources to highlight patterns, themes, conflicts, and gaps, Show the state of current knowledge in relation to a central research question or hypothesis (Shona McCombie's, published February 22, 2019, how to write a literature review, updated: January 13, 2020). Thus, this definition and characteristics of a good literature review, we can say that the structure of our thesis is good built. Because, just at the beginning, our author states a good introduction which indicates the items to develop and the three articles used or consulted with different authors.

The purpose of the literature review is to provide background information from research.

This chapter provides the review of works done by authors and other researchers that relate to the topic under the study. It includes theories and approaches about inclusive teaching strategies.

2.1. Definition of terms.

2.1.1. Teaching strategies:

are methods and techniques that a teacher will use to support their pupils or students through the learning process; a teacher will choose the teaching strategy most suitable to the topic being studied, the level of expertise of the learner, and the stage in their learning journey.

2.1.2. Special educational needs:

these are non-ordinary needs a learner may have in schooling as a result of intrinsic or extrinsic limitations/barriers. The learner with SEN will need extra attention / assistance from the teacher and/or the use of different educational approaches or/and tools. Special needs that have a bearing on school work and education are generally referred to as special educational needs. (REB, 2018)

2.1.3. Inclusive education:

is an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (UNESCO,2008)

2.2. Theoretical literature

Levy Vygotsky Constructivism Theory

Lev Vygotsky, Russian November 17 (1896-1934) was a Soviet psychologist, the founder of an unfinished Marxist theory of human cultural and bio-social development.

The work of Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known as Social Development Theory.

Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." His interest in the role of social environment on learning is very relevant to the current practices in the

instruction of students receiving special education supports and services. Vygotsky viewed disabilities as biological and social “abnormality” (Gindis, 1995, p. 2).

Inclusive classroom there are heterogeneous students. If we use constructivist approach in teaching – learning process in heterogeneous class- it will be more effective. Constructivism is a learning theory based on psychology which explains how people might acquire knowledge and learn. This theory tells us how learning happens. In constructivism teacher plays a role of instructor and facilitator.

When children with and without disabilities participate and learn together in the same classes called as Inclusive Education. For its success, Inclusive Education needs adequate supports and services for the student.

According to constructivism theory, learners can learn both individually, in groups, and collectively. A teacher will teach using real-life problem-solving skills, discussion, collaborative work thus students ‘engagement. The zones of proximal development distinguish between what a learner can do alone and what he/she can do with the support from teachers.

Vygotsky’s contribution of the idea of zone of proximal development to the study of developmental psychology has had a significant impact on the teaching of students with disabilities. His interest in the role of social environment on learning is very relevant to the current practices in the instruction of students receiving special education supports and services. Vygotsky viewed disabilities as biological and social “abnormality” (Gindis, 1995, p. 2).

In the case of students with neurological processing differences or attention issues, for example, the concept of a disability does not come into play until the student is unable to behave and perform like the typical peer in the social context of the school environment. For individuals who are deaf living within the DEAF community where the common language is American Sign Language, there is no perceived disability. However, outside of that context, if the individual has no alternative way of communicating with the hearing population, he/she would be perceived as disabled.

His proposal for instruction was mainly to provide a quality of life that included appropriate and varied social interactions and relationships, adequate and timely

methods of education that develop “alternative but equivalent roads for cultural development” (Gindis, p. 3). We maintain this paradigm in the structure of special education today. The mandate to consider the “least restrictive environment” for students with disabilities is an attempt to provide students with the appropriate social interactions in empirical environments of which Vygotsky speaks. Assessing students using multiple measures to determine their present level of performance and adjust their Individualized Education Program (IEP).

Briefly, when a child has special needs and has been assessed and oriented in education, should be supported for regular intervals according to his/her needs and thereafter will be able to perform those tasks independently.

Constructivism approach play a key role in the implementation of inclusive teaching strategies in primary schools in the following ways:

- Use various songs, stories, other book for teaching learning
- Assigning classroom tasks
- Teaching students to look for ways to help each other
- Use of various sources for children with special needs
- Create classroom checklist
- Take breaks according to needs
- Create an area for children to calm down
- Form appropriate groups of children which contain all types of students
- Create a self and welcoming environment in school
- Set ground rules and stick with them
- Establish short-term goals
- Design a multi-faced curriculum
- Clustering students across classes by perceived special needs and abilities.

In this way Vygotsky introduced new method of teaching-learning called as constructivism. This theory focuses on children with special needs also. This paradigm is practice oriented. This is a unique vision for future models of inclusive education. Constructivism creates a positive approach and implies a favorable view in children with special needs.

2.3. Related literature

2.3.1 The understanding of inclusive education

The gradual recognition of inclusive education is getting a space in many different parts of the world including Rwanda and many formulated strategies are being made to support inclusive education practices (Ainscow, 1997, p.3). It is asserted that conceptions have an impact on children's educational experiences and learning (Hirschfeld & Brown, 2009, p.33).

Consequently, in many studies conceptions have referred to as perceptions, understandings, beliefs or attitudes towards a certain phenomenon. Therefore, the perception of inclusive education should be framed in a way of welcoming all children at school in order increases students' comfort and relations to their learning achievement through appropriate, regular classes, support provision to learn that address their contribution and participation in all aspects of the life of the school (Hirschfeld & Brown, 2009, p.30).

The respectable way of the above perception is to develop and design our schools, classrooms, programs and activities so that all students learn and participate together to access quality education for all.

In fact, inclusive education is seen as a "process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education" (UNESCO, 2009, p. 71). In this regard, it calls for changes and flexibilities in taking care of all children by using different strategies to involve all children, in regular settings, taking into account their responsibility in teaching and learning processes (Stubbs, 2008, p. 39). This is meant that by the time the students learn together in the same mainstreaming setting with a good quality education, their responsibilities are related to the attendance, participation and achievement.

In the same vein of ideas, inclusive education is concerned with the interaction and relationship between the teacher and learners in view of developing mutual empathy and closeness for full intervention in order to access equal right to education for all learners. They understand and respect their diversities and jointly create suitable and attainable conditions for achieving pertinent learning opportunities for all (Tanyi,2016,

P. 212; Save the children, 2014, p.4).

Therefore, inclusion is an educational process by which all students, including those with disabilities and special educational needs are educated together with those without disabilities in order to achieve learning outcome for all. On one hand disability is the functional limitation as a result of an impairment that comes across with barriers and may lead to ineffective participation in society on an equal basis with others (Baart, n.d, p.10). While on the other hand special education needs “concerns with the learners who will need extra attention or assistance from the teacher and or the use of different educational approaches” (MINEDUC, 2018, p. 7). In fact, inclusive education is about responding to diversity in all its forms and creating an education system to accommodate all. This calls for special education needs to be referred to as learners with difficulties or educationally vulnerable groups in the system.

The combination of learners with disabilities and special education needs with learners without disabilities in the same mainstream situations of learning require special strategies on the schools and teachers’ side. In order to achieve all learners learning outcome, the later are expected to base on “belief that in every person's inherent right to fully participate in society implying acceptance of differences. It makes room for the person who would otherwise be excluded from the educational student's development (Bosibori, Gladys, Naftal & Wesonga, 2015, p. 133).

2.2.2. Inclusion in regard to Rwandan education system

Today, Rwandan education system has entered in a new phase with which education for all and quality education are among the main target of education. This signifies that the main focus is to give all Rwandese primary school teachers focused on women and men, girls and boys, disabled or not, the necessary skills and values to be good citizens and to improve the quality of human if different school run by different institutions that are public and private schools referred to the focus of the present research (MINEDUC 2003, p. 4).

In this regard, Rwanda takes inclusive education as a basic foundation of quality education. It is in this fact that the ministry of education in Rwanda has indicated

that it has made tremendous progress towards access and equity in education and also adopted a policy that has to ensure that all Rwandan children, particularly girls, boys, children in difficult circumstances and those belonging to vulnerable people have access to complete, free and compulsory education in either general or technical and vocational education and training (MINEDUC, 2007, p. 7).

This is an evident demonstration of the importance accorded to both access and quality education across the country. As results, the concept and practical movements need to be applicable in schools in Rwanda because the country is not free from the practice of educational exclusion, particularly for people with disabilities and other with special education needs. Thus, this paper deals with the challenges and implementation of inclusive education in the primary schools

2.3.2 Inclusion and quality education

Inclusive education refers to the learning outcome of all children, because it is one in which all children have access to quality education in an inclusive environment. More so, inclusive education engages the people in a joint and learning communities with different assistive materials for raising the access and opportunities for better learning of all learners. This is to mean that the educational process includes the interaction of all participants that are those who are classified as those with and without disabilities and those who have special educational needs (Akhmetova, 2014, p. 144).

Thus, inclusion and quality education allow all children, with none left behind, to reach their fullest potential in terms of cognitive, emotional and creative competences that permit them to live better their own lives. Therefore, inclusive approach to education is addressed as one that strives to promote quality in the classroom setting for the benefit of all (UNESCO, 2005, p. 16). An inclusive perspective in the hands of quality education is concerned with the need to ensure that learning opportunities that contribute to effective participation of individual and groups into the wider fabric of society. Quality education is therefore better education that practices inclusion of everybody with aims of full participation for all learners (UNESCO, 2005, p.17).

Inclusive education as an education that responds and addresses the diversities of learners that might be disabilities, special education needs and other vulnerable

learners of education by ensuring that the children receive a high-quality education. The latter is the practices of education that place a learner at the center of teaching and learning for competences. The practice of inclusive education leads to quality education if all students have acquired different competences that help the child to better and solve social economic problems.

It is revealed that children with disabilities and other difficulties are capable of maximizing teaching and learning outcomes alongside their normal counterparts in an inclusive educational setting if given an appropriate learning environment with adequate provisions of supportive specialist staff, gadgets, equipment and materials that will enhance the implementation of the inclusion education. Therefore, quality education means that adequate consideration and dissemination of teaching resources that allow all learners to participate for learning outcome (Kielblock, 2018, p. 177).

Therefore, the standardized inclusive education practices towards all learners learning outcome regardless of their differences with support and good teaching and learning quality and materials contributing to improved learner's cognitive abilities and ethical values and attitudes that help him or her for better living her own life among other requirements that are critical to quality education improvement. In this regard, quality education enables learners to develop all of their attributes and competences to achieve their potential through the teaching and learning process, quality inputs and system in which all learners acquire different knowledge and skills for social economic development of a society at large (UNESCO,2005, pp.17,29; MINEDUC, 2018 a, p. 15).

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2.3.3. Inclusion and education for all

The world declaration on education for all sets out an overall vision of universalizing access to education for all children, youth and adults, and promoting equity and quality in the education system (UNESCO 2005, p.19). One of those factors under inclusion concern is learners, whose diversity must be recognized in a classroom environment from the benefit of teaching and learning process. This is to mean that the stakeholders would make, with all possible means, the education be accessed by everybody with no hindrances.

Education for all moved to the concept of quality education commitment as an outstanding and vital ingredient of the program. Meanwhile, both education for all and quality education cannot work while children are accessing schools and spend much of their time there but with no learning outcome. This is meant that children are enrolled and attend school, but they do not participate actively in a learning and teaching process of good quality. As results, inclusive practices confront many challenges among them paying much attention to the diversity of learners has been persisting hindrance to learners' learning outcome (Alexander, (2008, p. vii; UNESCO, 2005, p. 19). Therefore, the demand for inclusive education practices has been left

important as a typical issue to be addressed in the framework of quality education in the Rwandan educational context.

Inclusive education in the context of education for all is the goal of educating children with disabilities as the same as that of educating children without disabilities by learning together and support them in reaching their full potential and leading productive lives as active members of their communities (Hayes & Bulat, 2017, p. 3). Unfortunately, in many countries, specialized education services take the form of segregating students with disabilities in separate classrooms or schools, with no opportunities for engaging them with peers who do not have disabilities and often no access to the curriculum that these peers are learning. As result, shifting away from segregation toward including all students in mainstream setting of education that is providing all students in these classrooms with supports and services that they need (Hayes & Bulat, 2017, p. 3).

2.3.4. Inclusive education in my personal context

Inclusion in education refers to as a model wherein learners with special educational needs and learning difficulties spend most or all of their time with non-special needs students in the same mainstream location of education to receive high quality instruction, interventions, and supports that enable them to meet success in learning. Inclusive education is possible when teachers are apt to effectively implement inclusive teaching strategies in classroom environment.

In fact, inclusive education is viewed as a process of removing barriers to participation of all learners regardless of their diversity. In other words, identifying what excludes individuals or groups of children from schooling with their peers and then ensuring that those barriers are eliminated, and all learners are exercising their full participation as much quality education has been a right to every child.

2.3.5. The practices of inclusive education towards student learning outcomes

Inclusive education is reflected as a human rights framework to access education and not be excluded. It, therefore, promotes education for all. Thus far, this right is everyday violated whereby millions of children and adults still suffer from exclusion.

This group who are empirically experiencing the exclusion from education includes those living in poverty, remote, rural, slums, conflict and refugee situations. Girls and boys, indigenous peoples, migrants, people from minority language groups, working and street children, those affected by HIV/AIDS and other health conditions, people with disabilities of all ages (Stubbs, 2008, p. 18; UNESCO, 2005, p.19).

However, inclusive education has come as a solution to the diversity of learners and cease discrimination in education for all. This has to be practiced in a way of equal access and participation to education for all children learning together, disability and special educational needs as mentioned in the above paragraph. Quality education reflects, among other dimensions, inclusive education and its practices to the extent that all learners exercise their full potentials (Stubbs, 2008, p.30). As result, the development of quality shapes the quality of inclusive education in a way that build a new generation of people who respect and celebrate human differences and can advocate for social inclusion and human rights of all.

More so, inclusive education reflects teaching and learning practices which aim to improve access and offer chances to all irrespective of their ability. It is regarded as a balanced, equitable and globally oriented program. In its essence, inclusion is based on the right of all learners to quality and equitable education that meets their basic needs so as to live better their lives. This part emphasizes that inclusive education is about “responding to the diversity in all its forms and creating an education system to accommodate all learners” (Stubbs, 2008, p.19). However, inclusive education has been, and still is, widely associated with the involvement of people with disabilities and with the concept of special educational needs although it is stressed that people with disabilities are the most universally excluded from education.

Sustainable development goals highlight quality education that ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. It has to eliminate all disparities in education and ensure equal access to all levels of education including persons with disabilities and other learning difficulties through inclusive and effective learning environment for all (UNESCO MGIEP, 2017, p. 14).

With reference to the above policies, there is clearly still a large gap between the ideal of inclusive education and the reality of achieving universal education specifically in countries where there are scarce resources. This is meant that the policies on inclusive education should not only be looked at in the lenses of policy but also the implementation on the ground. From this perspective, inclusive education should be reflected like other human rights framework and therefore, countries have to promote education for all throughout the funding and policy guidelines for it to be practical on the ground even though it has been a challenging situation for many countries (Stubbs, 2008, p. 18; Kolpeja, 2018, p. 9).

Rwanda has implemented key reforms in the education sector, despite high population growth and financial constraints. The country has committed to the concept of inclusive education and adapt it to national policies and laws (Rwanda's constitution of 2003 revised 2015, pp. 12,17). The practice of inclusive education is very important in quality education system once integrated into the country's overall education strategic plan with implementation strategies reflected in the above statements. In this regard, the commitment to inclusive education is clearly reflected in national policy and strategic planning in general as it is highlighted that the government stress to promote access, retention and completion of learners with disabilities and special educational needs (MINEDUC, 2018b, p. 1). It needs also to include in the education budget and recognized in bilateral and multi-lateral partnerships with funding agencies for the increase of different strategies like concerned parties training, assistive materials (Hayes, & Bulat, 2017, p. 9).

Moreover, Rwanda has an official Government policy that provides educational services for learners with disability and those with special education needs and has become full range of educational services provided in Rwanda. This signifies that the Government of Rwanda recognizes the need to address the needs of children with special educational needs and disabilities as a both a national obligation and also a commitment to international framework (MINEDUC, 2018a, p.23).

In addition, the policy on inclusive education in Rwanda is referred to as an instrument for full implementation of article 20 of the Rwanda's constitution as revised 2015 with a respect to access to education and provisions for education for all learners regardless of the nature of their needs (Rwanda's constitution of 2003

revised 2015, p. 12,17). African charter added that education applies to all children, including disabled children, it must be borne in mind that the educational needs of children with disabilities are different from those of non-handicapped children (Gose, 2002, p.91).

Yet, the access and participation of children with disabilities in Rwanda still remains one of the key challenges for the sector of education and has thus been prioritized as one of the ten strategic outcome areas for the education sector strategic plan (MINEDUC, 2018b, p. 1). It is shown that disabilities are a major factor affecting Rwandan children's early access to school. As an example, a seven to eight years old child with disabilities is three times less likely to start school at the right age than a child with no disabilities. It is also revealed that a child with disabilities has an 18% greater chance of repeating a school class than another with no disabilities and that his or her chance of dropping out of school is four times higher than those of a child with no disabilities (MINEDUC, 2013, p.25).

The research continues proving that in Rwanda not all schools and learning institutions are adequately equipped with appropriate facilities, learning materials and teaching aids and specially trained teachers to address children with disabilities and other special needs. The education sector in Rwanda recognizes that the enrollment rate still remains a major challenge that demonstrates that Rwanda still has some way to go in ensuring that all children are indeed accessing school. Although, the Rwandan education sector recognizes that disabilities, there are still major factors affecting children's access to school in Rwanda. This leads to the fact that the numbers of students with a disability that form below 1% of the total enrolled in primary and secondary education. Those factors are linked with lack of real statistics, domestic violence and spousal conflicts, limited community expertise, lack of communities' financial abilities and insufficient facilities that leads to absence of sessions aimed at instilling children with positive cultural values and practices (MINEDUC, 2018a, p. 12; NCC, 2018, pp 5-9; MINEDUC, 2013, p.25).

This situation pleads for more strategies and plans to ensure substantial efforts to improve access to and quality of education. If nothing is done, Rwanda is the worst in both expected years of school and quality of schooling (NCC, 2018, p. 10). In line with these hindrances, it is also proved that the understanding of inclusive education

remains focused on learners with disabilities and not on both disabilities and special education needs in the same setting with those without disabilities for their learning outcome.

2.3.6. The opportunities of inclusive education

The success of inclusive education practices lies at the heart of school principals who are the ones in the implementation of the policy as agents of change and its implementation in quality education system. Now that the school principals play an important role in students' admission, fostering vision for the universal enrolment of all children to school, it results into peace, prosperity happiness, equal access and opportunity to education for all children in community and the country as well (Kezang, Dorji, Dukpa, Lhamo, Thapa & Tshomo, 2015, p.3).

In addition, inclusive education enhances teachers cooperate with colleagues both for the academic and social skills development of all learners. Besides cooperative teaching and cooperative learning are found to be a very important factor in the comfort and awareness, growth in social cognition, increased tolerance, communication, self-concept and personal moral development and enhancement of teaching and learning of both teachers and learners (Kezang, Dorji, Dukpa, Lhamo, Thapa & Tshomo, 2015, p.10, Staub & Peck, 1995, p. 36).

The outstanding benefit of inclusive education plays positively, the core values of student's achievements and empowers the learners with disabilities and special education needs and addresses the barriers that may hamper their learning and development to live their independent lives by being productive members at school, to their communities and the nation at large (Kezang, Dorji, Dukpa, Lhamo, Thapa & Tshomo, 2015, p.10).

More importantly, this is centered to the achievement of high-quality education for all learners that leads to the socio-economic development of the people and the country as well. Therefore, the school principals have to build up inclusive schools as a benchmark for the foundation of community development where everyone belongs, accepted, and supported in community (Ngwokabuenui, 2013, p. 1). In this regard, inclusive education is not only remarked in educational input such as access and

participation, but also involves a paradigm shift in underlying values and beliefs favoring democracy and social justice along with very specific approaches and solutions in the society.

2.3.7. Identifying pupils with learning difficulties and special educational needs

Inclusive Education means districts and schools have a responsibility to: identify and reduce the barriers that may lead to exclusion both within and from education, ensure not only enrolment, but full participation and achievement of all children in school, and respond positively to diversity and difference meet the needs of all learners through an on-going process of quality improvement in teaching and learning (REB, 2016)

Learning difficulties are grouped into four broad categories: These difficulties will usually be related to one of the following broad categories:

- A. Physical or sensory difficulties: difficulties with hearing impairment, difficulty with vision, difficulty Physical or sensory with motor skills, and difficulty with hand/eye coordination.
- B. Cognitive and learning difficulties: difficulties with writing, difficulties with mathematical concepts, and difficulties with reading.
- C. Communication and interaction difficulties: interaction difficulties, difficulties with speech and language, and difficulties with social interaction and communication
- D. Behavioral, emotional and social difficulties: difficulties with attention and concentration, difficulties with managing moods and emotions, and difficulties with social skills and relationships.

2.3.8. Inclusive Teaching Strategies in Rwandan Primary schools

There are many reasons why learners may not be learning, and one may consider if any changes or improvements can be made to the teaching learning process. Barriers to learners are often seen in terms of learners' impairments and difficulties. This is to declare that these difficulties may usually be reflected to one of these categories that are physical or sensory, cognitive, communication and behavioral or social difficulties (MINEDUC, 2016, p.54).

Inclusive education is as emphasized as a strategy for increasing access to education and reduces the difficulties to all children in accessing quality education by accepting the changes on either content, teaching strategies that target to free learner for their full participation with a vision of serving all the learners (Hehir, Grindal, Freeman, Lamoreau, Borquaye & Burke, 2016, p. 3).

In addition, there is a broad range of strategies at all levels that are needed to realize the right of children with disabilities to inclusive education. This entails a range of issues including in service training, developing inclusive practice, twin-track approach, universal design, adaptation of teaching skills and methods and adapting the school-community partnership that are of benefit to all learners.

Rwanda Basic Education Board Guide to Inclusive Education in Pre-primary, Primary , and Secondary Education(REB,2016) suggests some actions a teacher can take to ensure the inclusion for all learners: move around the class and monitor all learners , make sure all learners have an opportunity to contribute ,ensure learners have opportunities to interact with one another ,give time for learners to think about forming a response to a question before asking anyone to answer – this allows for slower learners to raise their hands to answer ,make sure as many learners as possible have opportunities to respond to questions or contribute in class- do not allow one or two learners to dominate , learn all learner’s names and use them to ask individuals to respond or contribute , make sure those that are having any difficulties sit near the front (but are not separated as a group from other learners) , plan the lesson with consideration to different abilities in the class , use teaching/learning aids and a variety of presentation techniques , accept all learners on an equal basis and do not allow any discrimination from anyone , provide any learners that have been absent with the content they have missed ,be aware of any learners with particular needs and make sure they can participate , and involve parents in their child’s learning .

The Building Learning Foundations, BLF, English toolkit1 (REB, 2018) suggests some strategies to be used by teachers during classroom lesson delivery in order to include all learners: praising, encouraging, using real objects, link lessons to real life, using peer work and group work, facing learners, speak clearly, read aloud, check

pupils 'understanding, listen to peers, gain pupils' attention, use fingers when reading, and pausing so that pupils have plenty time to think about the answer.

There are many types of inclusive teaching strategies to cater for low performing learners from Primary schools.– These inclusive teaching strategies align with REB's vision of inclusive education guided by the that all children have the capacity to learn.

Learners may struggle to learn for a variety of reasons. – Some learners may struggle to learn because they have a disability; however, you cannot always tell if someone has a disability by just looking at them. – It is important for teachers to remember that they do not necessarily need to label a child as having a disability in order to teach him/her effectively. Rather, it's more useful to identify what strengths and needs can be used to help children to learn, and provide them with constructive feedback.

There are general principles to be followed for inclusive classrooms to be successful: Creating positive culture in the class is one of the keys to success. Learners in classrooms are likely to have low self-esteem and lack of confidence which need to be addressed so that they feel encouraged and included. These techniques encourage more learners to regularly participate through thinking, active listening, giving answers to questions in words and in written forms, and finding ways to show what they have learned.

The way a teacher delivers these techniques should be on the spot as it fits the moment in the classroom, and always convey that she/he is using this technique because it shows care for her/his learners' ideas, thinking, actions and answers. Beyond creating a positive classroom culture, there are a variety of instructional strategies that teachers can use in regular lessons that engage all learners, including those with difficulties. These strategies do not require additional resources and teachers can easily integrate them into existing lessons. As learners learn in different ways, it is important that teachers vary their instructional technique to engage a greater number of learners. These strategies can be used across subjects and grades.

2.3.8.1. Universal Design for Learning

The Rwanda Education Board has endorsed Universal Design for Learning (UDL) as an approach to support teachers to provide instruction to all learners. It is proven to help learners in the classroom including those who are struggling and those who may have a disability or a special educational need.

Universal Design for Learning Principles:

1. Multiple means of Engagement: All learners are motivated to learn in different ways. Providing options or choices in story reading, exercises, or group practice is one of the best ways to motivate learners. Increasing learner motivation will also help to increase learner focus.

2. Multiple means of Representation: Learners learn in different ways. Some learners learn best by hearing, seeing, writing, or acting out information. Instruction should offer a variety of ways to learn new information and match learners' strengths.

3. Multiple means of Action and Expression: As learners learn differently, it is important to offer a variety of options and allow them to select the way that they prefer to show knowledge. Remember that individual approaches are important to UDL. So, asking learners to repeat in unison often to show their understanding is not recommended. Teachers in Rwanda are already using many principles of UDL. Rwanda's national curriculum emphasizes creating learning-centered classrooms, and a focus on inclusion and equity to make sure no learner is left behind. – UDL benefits all learners. The benefit of using UDL in the classroom is that it will motivate learners to learn and take advantage of their different strengths.

A different lesson plan is not needed for learners with disabilities. In other words, UDL moves the focus from having a disability to recognizing that there is diversity in the way that all individuals learn. – UDL is an instructional approach but does not change the content of what you are teaching. UDL focuses on how to present information to learners and how learners express knowledge, not on changing curriculum or learning objectives.

Using Universal Design in a classroom has great potential for improving inclusive practice. Universal Design seeks to eliminate the distinction between special and

regular learners, with the assumptions that each individual learns differently and that providing a variety of experiences will help all students. At the same time, Universal Design is more than just “good teaching. According to Edyburn (2010), Universal Design is both a philosophical stance that teachers take (proactively valuing diversity) and a skill they must learn and improve over time.

It is not easy to have a universally designed classroom. However, when teachers fundamentally value having students with different abilities in their classrooms, and design their classrooms to ensure all students can benefit, UDL efforts improve. There are a wide variety of teaching strategies that teachers can use to promote Universal Design and therefore inclusion in the classroom. Some of these strategies are described in the paragraphs below. As teachers begin to know their students throughout a school year, while using information sources such as student records, they can best tailor

their instruction to fit the needs of their students.

At the same time, Universal Design philosophies align with the broader philosophies mentioned in the Convention on the Rights of Persons with Disabilities (United Nations, 2006).

The Convention outlines a broad approach to supporting persons with disabilities through inclusive education. Such inclusion requires educators to provide accessibility for all people. According to Article 9 of the Convention –To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility. On a practical level, flexible instruction may vary from classroom to classroom. For example, it may mean the use of multiple methods within each category of presentation, response, and engagement, but may also mean that teachers employ flexibility and improve accessibility within particular activities. For example, a teacher may show a video to a class and use the CC function so that students can also read the closed captioning. This might be considered an

accommodation for a student with a hearing impairment, but provides a flexible way for all students to understand content. Additional examples of how teachers can provide flexibility in their classroom are presented: Universal Design is about creating lesson plans

- ▶ Universal Design is about creating lesson plans for everyone. This requires thoughtful approaches to make sure lessons are accessible to all.
- ▶ Students can receive information in a variety of ways. It may be visual, auditory, tactile or through multimedia. Providing flexibility in how students receive messages will enhance accessibility.
- ▶ Students can 'show what they know' in a variety of ways. This may be through writing, speaking, assessments, drama, art and other demonstrations. Providing students with flexible ways to demonstrate their knowledge will lead to greater accessibility.
- ▶ Students need to be engaged to learn. Each student has her or his own level of development, achievement, learning style and capabilities. Thinking about different ways to engage students will help keep students interested in learning.
- ▶ Accommodations for individuals may still be necessary in a universally designed classroom.

UDL is intended to be flexible for all students, but some students will still need individualization.

2.3.8.2. Adaptation of teaching skills and methods

Recognizing that educators are the key agents in any educational innovations, appropriate and adapted skills and positive attitudes are important ingredients to inclusive education initiatives. The principals and teachers' involvement may help the learners with disabilities and difficulties to feel free to initiate independent activities. This may be done through affection, extended socialization, supporting the learners' abilities and individual support in all their learning process.

In the same context, the most conviction on genuine inclusion and the end of inequality in education system should be regarded as an egalitarian education with social recognition. It is argued that the ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-

quality educational opportunities in their local community, alongside their friends and peers (European agency for special needs and inclusive education, 2015, p. 1).

In working towards this vision, a major task is to equip all teachers with the necessary competences to support all learners. Some of the ways in which teachers are giving the skills, knowledge and attitudes and thus the confidence to address learner diversity and, in turn, empower all learners. Globally, the system requires more well-trained and motivated teachers for all learners. Good teachers can help and ensure that every child learns to their full potential from an early age and enters adult life well-equipped to be active citizens and support the development of their community and the country as well (Kumar, 2017, p. 533).

2.3.8.3. Teaching at the Right Level approach

Teaching at the Right Level (TaRL) is an evidence-based educational approach. The approach works by dividing children into groups based on learning needs rather than age or grade; dedicating time to basic skills rather than focusing solely on the curriculum; and regularly assessing learner performance (i.e. classroom assessment), rather than relying only on end of year examinations.

Recommended TaRL Remedial Principles: – Divide learners into small groups based on identified ability levels – Instruction & learning activities are given to the group based on learning level of group – Ensure children master a topic before moving onto the next topic R– Use formative assessments to continually adapt instruction to children’s increasing learning levels. Learners will improve rapidly. If well used, it can be used to predict the results of summative assessment. In order for this approach to be effectively implemented, teachers must take into consideration the fact that grouping children according to their skills level (instead of grade level) might create resistance among children and parents. In such cases, some children might not be interested in participating and drop out. Therefore, this approach will be effective if children and parents understand fully why the skill level grouping was necessary and how it would work.

2.3.8.4. Play Based Learning

Teachers should specifically design meaningful learning situations, such as games

or initiative in learning. One of the activities that might lead to academic learning and could also help in remedial learning is Play based learning which is essentially learning while at play. Teacher directed play activities to support academic learning, where educators take an active role in the play such as leading pre-designed games, collaborating with learners, and intervening in child-led play to incorporate learning targets.

It is believed that play-based strategies can be used to teach prescribed academic goals in an engaging and developmentally appropriate manner making active teacher involvement in play necessary. However, this type of learning using play is more suitable to pre-primary and lower primary settings because in upper primary and secondary levels there is a tendency to disregard any learning activity such as play and many other extracurricular activities due to an increased focus on meeting academic benchmarks through teacher-directed instruction.

2.3.8.5. Individual Education Plan (IEP)

The Education for Persons with Special Educational Needs Act 2004 places a strong emphasis on education plans and, while the provisions of this act are not yet fully implemented, they will have the effect of making the preparation of individual education plans mandatory for students who have been clearly assessed as having defined special educational needs (Griffin and Shevlin, 2011). To create an effective IEP, parents, teachers and the student must be involved in designing an educational program to help the student succeed (NCSE, 2010, p64).

This involves setting targets, and monitoring and evaluating progress on a regular basis. The ultimate aim is to set realistic targets so the child can achieve to the best of his/her ability and function as independently as possible (NCSE, 2010, p. 65)

According to Special Needs and Inclusive Education, Students book 3, produced by Rwanda Basic Educational Board in 2020, IEP is an official document that describes the education plan designed to meet the unique needs of a learner with a disability, or any other special educational needs. IEP as a process, it includes the following elements:

- Identification: the learners' identity and the learners present levels of academic and functional performance, measurable annual goals including academic and functional goals, how the learners progress

toward meeting annual goals is to be measured and reported

- ▶ Eligibility: special education and related support provisions, as well as supplementary aids to be provided to the learner
- ▶ IEP scheduled: schedules of services to be provided, including when the services are to begin and end, the frequency, duration and location for the services to be provided, program modifications or supports provided to school personnel on behalf of the learner, the amount of time to be spent each day by the learner in general education settings, the amount of time to be spent in the rehabilitation or special educational settings, the time the learner will not participate along with ordinary learners, accommodations that are necessary for the learners academic and functional performance
- ▶ Evaluation: ways of evaluating the learner's progress.

We notice that all these steps lead to a placement of learner due to his/her SENs and disabilities. IEP process could also include other pertinent information found necessary by the team, such as a health and/or a behavior plan for some of the learners.

According to the document cited above, *IEP team* includes the learner, the learner's parent(s) or legal guardian(s), a special education teacher, at least one general-education teacher, a representative of the school leadership, the responsible local education authority (where required), and an expert able to interpret the instructional implications of the results of the learner's SEN Assessment (psychologist, physiotherapist, occupational therapist, speech and Language therapists, etc.).

Principally, IEP is a working document and should be useful, available and comprehensible to all those dealing directly with the student. It needs to be considered in the context of home, school and classroom organization (REB 2020). The effective individual educational plans must have the following key characteristics: should be individualized and child-centered, inclusive, holistic, collaborative, and accessible.

Objectively, an IEP is meant to ensure that learners receive appropriate teaching and placement, not only in special schools, but also in any other setting that may include inclusive or mainstream schools that provides learners with SEN. In this way, the learner is assured of specialized and planned assistance where necessary, as well as

an equal participation in all school activities as his or her peers.

Finally, parents are key members of the IEP team, along with school personnel. Without them, the professionals will not be able to gather all information on the child. Parents have the right to be involved in meetings that discuss the identification, SEN assessment, IEP development, and educational placement of their children. They also have the right to ask questions, dispute points of concern, and request modifications to the plan, as do all members of the IEP team. In addition, parents participate throughout the IEP when they play their role as members of IEP team, when they participate in determining eligibility and developing learners IEP. They are also consulted for placement and review of IEP. Therefore, communication and collaboration between parents and school leadership are very important in education.

2.3.9. The challenges of inclusive education in primary schools

The present unit has the intention of identifying the challenges that children with disabilities and special education needs may encounter in education context. In this context, learners with disabilities are not always purposefully excluded from development activities. They are more often not able to attend community and development activities like schools because of barriers that prevent them from accessing activities and information. Therefore, these challenges are referred to as any process, mind-set or structure that prevent children with disabilities and special education needs from equal access to information, facilities and basic services that are available to the general population (Baart, p.14).

In the same vein of challenges, it is not sufficient only to improve access to education, but also to learning outcome for all children. In this regard, learners with disabilities are prevented from learning competences when teaching quality is not handled in a way that it outreaches all learners regardless of any barriers. It is suggested that learning cannot be assumed as a product of increased access and many learners will, for different reasons, require additional empowerment and support to overcome barriers related to participation and learning outcome (Hunt, 2015, p. 385).The hereafter implications constitute changes in policy and requires that scarce resources, conflict situations, the rigid curriculum, teachers' negative attitudes and social economic factors imply that some people are being deprived from the right to education and face segregation or discrimination in education as

they are illustrated.

2.3.9.1 Scarce resources for learners with learning difficulties and special educational needs

The main effort of this part has focused on inclusion in relation to learners with disabilities and special education needs in regard to the assistive materials. The policy of inclusive education and resources can be seen as the bones and the flesh of inclusive education and examples of overcoming its barriers by combatting for the participatory methodology which is extremely useful in promoting sustainable inclusive education (Stubbs, 2008, p. 12).

2.3.9.2 The rigid curriculum

Curriculum is referred to the specific planned program of study in an educational institution. It is noted that the vision of a country is expressed through its curriculum which is tailored to meet the needs of the people. The emphasis of a curriculum must be dynamic and ever changing as new developments and needs in our society arise (Jonnaert, Etteyebi & Opertti 2007, p. 212). More so, the rigidity of curriculum and examination systems are some of the barriers to implementation of inclusive education in school centers. Implementing successful inclusive education often requires adequate support human resource, teaching and learning resources.

Therefore, the importance of the use of the standard curriculum framework that accommodate appropriately all learners should be reflected on for the benefit of all learners. It is proved that teachers frequently feel there is lack of human resources, teaching and learning facilities; this poses great barriers to implementing successful inclusion (Crawford & Tindal, 2006, p. 210). For example, curriculum for students with disabilities is more demanding thus the teachers have to change their teaching behavior to help students meet their demands (Olson, 2004, p. 16).

An inclusive curriculum addresses the child's cognitive, emotional, social and creative development. It is based on the four pillars of education that are learning to know, to do, to be and to live together (UNESCO, 2005, p. 30). It has an instrumental role to play in fostering tolerance and promoting human rights and is a powerful tool

for transcending cultural, religious, gender and other differences. It involves breaking negative stereotypes not only in textbooks but also, and more importantly, in teacher's attitudes and expectations. (UNESCO, 2009, p. 74). More so, accessible and flexible curricula, textbooks and learning materials can serve as the key to creating schools for all.

In the same flow of ideas, many curricula expect all children to learn the same things, at the same time and by the same means and methods. Since, learners are different and have different abilities and needs, it is important therefore, that the curriculum to be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs, abilities and learning styles of each and every learner. This is particularly important in the development and practice of learning activities for learners in general (UNESCO, 2009, p. 69).

2.3.9.3. Teachers' negative attitudes

In some countries, disability is perceived as a curse and is associated with witchcraft that causes the persons with disabilities to very often experience negative attitudes from their close environment including teachers, Yet, they are considered as leaders in the class and therefore they should replace parents in their attitudes towards children and show empathy especially to impaired children. But most teachers have lost their sense of professional ethics and that is why they have not been able to enhance positive skills and attitudes to diversify their teaching strategies for effective learning and inclusive pedagogy.

In fact, Inclusion often requires a shift in people's attitudes and values. Such change takes time and involves significant reassessment of conceptions and role behavior. Awareness raising should involve both better understanding of inclusive education and that societies become more tolerant and understanding. National policies on inclusion, local support systems and appropriate forms of curriculum and assessment are important to create the necessary context for the development of inclusion (UNESCO, 2009, p. 19).

2.3.9.4. Social economic factors

Lack of access to basic education as one of the significant barriers to preventing

learners in getting the required educational services. For example, in many poor and remote areas, learners are unable to reach schools. While such barriers affect all, learners with disabilities and other difficulties are often more affected. Extreme poverty often prevents them from getting school requirements that are not covered by the school.

If nothing is done so that all these barriers to learning are not identified, addressed and removed, learners with disabilities and other difficulties will continue to be unable to participate and succeed in their learning though these difficulties maybe temporary or permanent in their nature. Now that, this inclusion will not heavenly come, it requires that all education stakeholders undergo different practices so as to curb the crisis of inclusion in their instructional methods (Tanyi 2016, p. 212).

Finally, the concept of inclusive education needs to be further clarified and adopted by educators by governmental and non-governmental organizations and social actors. The lack of understanding, awareness, practices and support in schools and societies at a large about inclusive education needs to be reflected and addressed through advocacy and dialogue at any level and beyond national levels. An integral multi-sectoral and collaborative approach are needed to guarantee the right to education for all. These dialogues are needed to ensure public understanding, awareness and support of policies already elaborated. All these lies at the heart of making inclusive education more practical at any level from micro to macro levels of society in general.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter presents the research approach adopted to carry out this study. It also indicates the quality and limitations of data, data collection methods, sample description as well as ethical considerations.

3.1. Research approach:

In this research qualitative and quantitative research approaches in conducting researches that are referred to as the research methods. The latter are defined as all those methods and or techniques that are used for conduction of research (Kothari, 2004, p. 7). Quantitative methods helped to gather numerical data that allowed determining the extent to which inclusive teaching strategies are implemented in primary schools while qualitative methods helped to collect verbal data which allowed deep understanding and comprehensive information about the challenges about the implementation of inclusive teaching strategies in primary schools.

It is important to note that, in this research both methods are not discussed due to the fact that methods of data collection, analysis are deeply ultimate in line with qualitative research method as highlighted hereafter as the focus of the paper.

The term qualitative research means “any type of research that produces findings not arrived at by statistical procedures or other means of quantification” (Strauss & Corbin, 1998, p. 11), but by wider understanding of behavior from emerged data. Like any other research, this paper is designed to shed light on qualitative research approach as the conceptual structure within which the present study is to be conducted. Thus, the research approach that is adopted in this study is a qualitative approach. This is due to the reason that qualitative research approach enables a focus on the way people interpret and make sense of their lived experiences. It also bases on various strategies for data collection, organization and interpretation of textual material obtained from talking to people about their perspectives in light of the subject under investigation (Savin-Baden & Major, 2013, p.11; Holloway, 1997, P.3).

It also helps, far ahead, in describing and analyzing the data that were given by the interviewees on inclusive education as the subject under discussion. In this regard, the data were in relation with respondents' lived experiences, understanding, practices, opinions, opportunities, feelings, challenges, strategies. The role of the researcher was to interpret the meanings of their accounts to create wider understanding of practice and provides abundant data about real life of people and situations (Collis & Hussey, 2003, p.129; De Vaus, 2014, p.6).

Besides, the rationale of qualitative research approach lies in the area that has to be studied that determines the inquiry methods reflecting the research questions of the study. This is cleared that the experiential life of people is the area qualitative methods are designed to study through qualitative inquiry that deals with human lived experience (Polkinghorne, 2005, p. 138). As much as the present work is concerned with the primary school teachers' implementation of inclusive teaching strategies, it has to describe and clarify the teachers' understanding as it is lived and constituted in awareness and its implementation.

This is meant that qualitative approach is employed in my study to firstly achieve deeper insights of underpinning reasons, opinions, and motivations depending on its own way of collecting and analyzing data with specific methods (Denzin & Lincoln 2002, p.10). It leads to the results that qualitative research approach "holistically understands the human experience in specific settings relying on quality of description rather than quantifying large samples" (Abbott & McKinney, 2013, p. 36; Chalhoub-Deville & Deville, 2008, p. 2359). Therefore, the accuracy and reliability of the present work count on the collection of non-numerical data by the researcher who serves as an instrument to makes his research well-suited by providing factual and descriptive information (Johnson & Christensen, 2012, pp. 29-37).

3.2. Quality and limitations of data

The Implementation of Inclusive Teaching Strategies in primary schools is a critical issue in educational quality implementation in Rwanda. This motivated the researcher to collect quality data whereby I used contingent method and tools for data collection. These methods include semi-structured interview and

questionnaires that helped the researcher to keep on track of the interview with visible target. I also used the audio recording system that helped the researcher to recall exactly what the interviewee explained in relation to the discussion under the subject. Besides, transcripts also were another ingredient that made the data to look quality in a way that transcription was made by the researcher who was already trained and made them by word per word keeping the ideas released by the interviewees. The language used during the interview was Kinyarwanda. This come in after a consensus on which language to be used for them to feel comfortable and free of giving information.

3.3. Data collection method: description of semi-structured interview

For the present work to avoid biased, inadequate and surface information, hence, to gather and capture the richness and fullness of an experience, it made use of semi-structured interview. The latter requires that the lived information derives from an intensive exploration with participants (Polkinghorne, 2005, p. 138). As noted above, the interview is suitable for this research because it collects data from the individuals' lived experiences regarding what and how they use inclusive teaching strategies.

Moreover, the researcher also employed, as much as data collection tools were concerned, the researcher engaged semi-structured interview to help him probing and pay attention, in the questioning format for the researcher, to hear and get the respondents' mood and elicit more valid data. It was used as an interview protocol for the researcher. This is meant that some questions were prepared so as for the researcher to guide the interview towards the satisfaction of research questions, but additional questions were also made encountered during the interview (Ngozwana, 2017, p. 22).

The main purpose of conducting the interview is to “develop a detailed understanding that might provide useful information and that might help people learn about the phenomenon” (Creswell, 2007, p. 203). The interview protocol for this study is developed based on research questions that the study wants to respond. Some of open-ended questions were designed to collect understanding of primary

teachers on how they understand, experience and practice inclusive teaching strategies in Rwanda. In this regard, the opportunities, challenges and strategies for implementing inclusive teaching strategies have also been reflected in line with the interview as detailed in appendix.

3.4. Research instrument

In this study, data were collected using both quantitative and qualitative research instruments. Inclusive teaching strategies checklist and questionnaire as quantitative research were used to collect numerical and measurable data. The inclusive teaching strategies checklist was made of 12 items related to inclusivity in teaching and learning and the respondents had to agree or disagree with the item. The questionnaire was composed of 9 questions that were addressed to 9 teachers from three primary schools. The respondents answered to closed questions about inclusive teaching strategies common tips.

On the other hand, the qualitative data-gathering tool used was unstructured interview in order to collect information on verbal data. Semi-structured interview was made up of 6 questions addressed to 3 primary school head teachers.

3.5. Sample description

The term sampling is generally used in qualitative research to refer to the selection of participants. The latter are chosen because they can provide substantial contributions to filling out the structure and character of the experience under investigation (Polkinghorne, 2005, p. 139).

The sample constitutes a manageable number of people that can reasonably be engaged with location and within a timeframe that can allow for the generation of adequate data. The purpose for selecting the two different contexts, that is general education and technical vocational education and training, was to gather data on the perceptions and understandings of inclusive education policy in the respective secondary schools.

In addition, it is stated that all participants have similar lived experience of the phenomenon being studied” (Creswell, 2007, p. 155). That is, the selection was based on the researchers purpose of getting information from secondary schools that some of them may experience inclusive education in hosting learners with disabilities and or special education needs. Furthermore, the researcher selected the primary schools from Gatsibo district with the purpose of gathering rich and quality information during data collection. As a result, it has chosen three Head teachers and nine teachers who are ready to account their understanding of include the reason for the choice of three participants is that they are experienced with inclusive education to the extent that they can provide quality data to the researcher.

It is in this regard that the method of purposive sampling is used to develop the sample of the research under discussion. According to this method, the researcher selects participants basing on “the goal of purposeful sampling which is to select expert persons, places, or schools that can provide the richest and most detailed information to help the researcher answer the research questions” (Lodico, Spaulding & Voegtle 2010, p. 140). It thus relies on quality of description; rather than quantifying large samples and greatly reports human processes (Abbott & McKinney, 2013, p. 36). In the same perspective, the goal of the present research is to enrich the understanding of experience. Therefore, it needs to select fertile exemplars of the experience for study. This selection has to be purposive for the data sources to be involved for data collection with sufficiently rich and clarity to understanding an experience (Polkinghorne, 2005, p. 140).

In order to nominate the best participants who are able to release deeper information, the following principles were applied as the hereafter table illustrates.

As shown above, within this context, the participants of this study were made from Rwanda, in Gatsibo District. Due to the time and distance factors, the researcher basically interviewed three primary school Head teachers and 9 teachers from three schools namely Muhura EAR Primary School in Muhura Sector, Gasange GS in Gasange Sector, and Agakomeye Primary school in Kiziguro Sector.

Given that the objective of this research is to investigate how teachers implement

inclusive teaching strategies in classrooms and the competencies that they need to manage the inclusive classes, it is necessary to select a sample of teachers who have experienced this phenomenon. Makhado (2002:103) stresses the fact that it is important to select information-rich cases, as this will help the researcher to address the purpose of the research. McMillan and Schumacher (2001:401) further recommend purposeful sampling because the samples that are chosen are likely to be knowledgeable and informative about the phenomena the researcher is investigating. The researcher has chosen the sample purposefully, the reason being to maximize the depth of data elicited. The teachers are aged between 30 and 47 with more than 5 years of teaching experience at the research site. Five teachers out of nine are female, other three teachers are male. The three school Head teachers interviewed are all male, aged between 35-48 years with more than 5 years of experience in leading a school and they are Local Leaders of Learning at Sector level.

The advantage of choosing the nine teachers and three Head teachers from the research site was that at the time of the research these educators were that engaged in Communities of Practices, (COPS) and three of them were Inclusive Education Focal Teachers in three respective primary schools. Head teachers were engaged in Peer Learning Communities (PLCs).

Three Head teachers and nine teachers are therefore the small knowledgeable and informative group teaching inclusive classes. In this regard McMillan and Schumacher (2001:398) maintain that qualitative researchers investigate in-depth small, distinct groups as the researcher is concerned with understanding the social phenomena from the research participants' perspective.

Condryn (in: Sidogi, 2001:120) states clearly that qualitative research seeks to identify behavior and also to understand the meaning in a more complex manner and thus lends itself to the use of small sample approach. In other words, qualitative research focuses on the detail and quality of an individual or small groups experience rather than the way behavioral traits or individuals with specific characteristics are distributed in a known group. As Sidogi (2001:120) puts it, "... the validity of the sample depends not so much upon the number of the cases studied, as upon the degree to which an informant faithfully represents a certain cultural experience".

3.6. Ethical Considerations

The awareness of ethical concerns in research is reflected in the growth of relevant literature and in the appearance of regulatory codes of research practice formulated by various agencies and professional bodies. A major ethical dilemma is that which requires researchers to strike a balance between the demands placed on them as professional scientists in pursuit of truth, and their subjects' rights and values potentially threatened by the research. This is known as the 'costs/benefits ratio', the essence of which is outlined by Frankfort-Nachmias and Nachmias (1992). In the current research three ethical issues will be respected: Informed consent, confidentiality, and anonymity.

Firstly, the principle of *informed consent* arises from the subjects right to freedom and self-determination. Being free is a condition of living in a democracy, and when restrictions and limitations are placed on that freedom they must be justified and consented. Consent thus protects and respects the right of self-determination and places some of the responsibility on the participant should anything go wrong in the research. As part of the right to self-determination, the subject has the right to refuse to take part, or to withdraw once the research has begun (see Frankfort-Nachmias and Nachmias 1992). Thus, informed consent implies informed refusal. The researcher in this study seeks for consent from respondents before administering questionnaires or being engaged in observations or interviews.

Secondly, according to *confidentiality*, Frankfort-Nachmias and Nachmias (1992) underline the need for confidentiality of participants' identities, and that any violations of this should be made with the agreement of the participants. Confidentiality will be respected, in this research, by omitting names on the questionnaires and keeping them in a safe custody. Respondent participated in the research willingness and ethical values, moral expectation, and rules applied to the research endeavor will be respected while collecting data. Before contacting respondents, the researcher seeks for permission to carry out research from University of Rwanda, College of education.

Thirdly, according to *anonymity*, the essence is that information provided by participants should in no way reveal their identity. Frankfort-Nachmias and Nachmias

(1992) argue that the obverse of this is personal data that uniquely identify their supplier. A participant or subject is therefore considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided. Where this situation holds, a participants' privacy is guaranteed, no matter how personal or sensitive the information is. Thus a respondent completing a questionnaire that bears absolutely no identifying marks, names, addresses, occupational details or coding symbols is ensured complete and total anonymity. A subject agreeing to a face-to-face interview, on the other hand, can in no way expect anonymity. At most, the interviewer can promise confidentiality. The principal means of ensuring anonymity, then, is not using the names of the participants or any other personal means of identification. Further ways of achieving anonymity have been listed by Frankfort-Nachmias and Nachmias (1992), for example, the use of aliases, the use of codes for identifying people (to keep the information on individuals separate from access to them) and the use of password protected files.

CHAPTER FOUR: PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1. Data preparation

In the first step, initial contact was made with the targeted primary school Head teachers in schools for their approval. After granting the permission to the researcher, the second step was to seek and prepare the procedures to interview the selected teachers. Each interview is scheduled on a convenient day with the respondents for when and where at what time he would meet them individually with an audio recording of the interviews with consent from the interviewees that was made for the purpose of later data analysis. It is highly desirable to use audio-record for the interview since it allowed me to devote my full attention to listening to the interviewee after the interview was done (Ritchie, Jane, Lewis & Jane, 2003, pp. 166). Then, I could, before the interview to take place, inform them that he is very much interested in the subject under discussion in order to make the respondents feel at home and encouraged towards the conversation. Besides, the interview took place in Kinyarwanda with a reason that it was the language that the respondents felt easy and familiar to release a very deep, full and reflected perception.

Furthermore, the researcher employed the instrument mentioned in the above paragraph so as to get potential on the real insight and the direct contact of the practice as revealed in the topic under the study. Thus, semi-structured interview was administered individually by face to face basing on its a key feature of its ability to provide an undiluted focus on the individual's understanding. For this, it gives a room to participants to provide a detailed information of their personal perspectives for in-depth understanding of the personal context (Ritchie, Jane, Lewis & Jane, 2003, p.36). This involved four steps for efficient and careful preparation that are also essential for a good quality data collection.

First of all, formulation of initial questions that elucidated initial responses and important contextual information that were fairly at the surface level from the informants. This called for the researcher to set up some questions reflecting the whole school leadership at a glance and the principals' experience on inclusive education.

The next step was to use in depth and follow- up questions in order for me to obtain deeper and fuller understanding of the participant's implementation of inclusive teaching strategies. Henceforth, the in-depth questions often described as forms of conversations where the researcher used a "range of probes and other techniques to achieve depth of answer in terms of penetration, exploration and explanation in order to get full information on the subject under discussion" (Ritchie, Jane, Lewis & Jane, 2003, pp. 141). They also permit the researcher to explore fully all the factors that underpin participants' answers through reasons, feelings, opinions and beliefs.

The follow-up questions served the researcher as a mean that called for the informant to provide more details on inclusive education. So far, closing questions helped the researcher to give a room the participants to set forth the ideas and suggestions that he or she didn't mention during the conversation (Ritchie, Jane, Lewis, & Jane, 2003,

139-141). In this regard, the researcher had got the interviews in a recorded format that were to be processed for the data analysis as detailed hereafter.

4.2. Data analysis method: description content analysis

The description of data analysis in qualitative research requires many strategies that are used to get meanings from the data. In this regard, content analysis is one of them that give a room to the researcher “to focus on the content itself and keep a numeric tally of the words that were used. Therefore, the frequencies used is then referred to as interest of analysis (Savin-Baden, 2013, 43).

Furthermore, the data were analyzed using content analysis method deriving from its importance for making research judgments on the evidences that are the ideas and thoughts that have been expressed by the participants (Polkinghorne, 2005, p. 138). In addition, the main advantage of content analysis is that it helps in the data collected being reduced and simplified, while at the same time producing results that may then be measured.

In order to achieve the results, the data were categorized in a way that the present data analysis had to be achieved through categorization of the data and provide coding and sub-coding frames from the already made transcripts. Then after, the data had to be examined in a way that the researcher had to reflect at patterns that are similarities and differences emerged from the data during discussion chapter (Mayring, 2000, p. 3).

It is again suggested that the actual process of coding can be conducted by hand or computer, for the present work, it will be done by both hand and computer where by the researcher writes codes in the margin of the data source and organize them into piles with the same codes (Lodico, Spaulding, & Voegtler, 2010, p. 305).

4.3. Data process:

In this perspective, the data that I collected from the field were in the form of recorded, interconnected and complex words in Kinyarwanda in audio formats that later were turned into transcripts in a handwriting forms and then translated into English as a fundamental basis of interpretation and precise analysis of concepts by trying to look for what the data mean (Abbott & McKinney, 2013, p. 310; Miles & Huberman, 1994, p. 40). This is where different aspect of inclusion from the completed accounts were identified, sorted out and set for clarifications.

More so, the recorded interviews in audio formats were managed whereby I had to listen to them several times before the transcription for the sake of getting familiar with them. The step that took place after audios was to transcribe them whereby the researcher transcribed them in Kinyarwanda as much as the interview took place in the language of the respondent. Then, the made transcripts were translated into English language and checked for spelling errors. In regard to these transcripts, title and the line numbering were accorded to them so that they can be used in inside citation and reference as well. For the respondents, I had to give them anonymous names for the sake of confidentiality and ethical consideration in the present research.

It is then after the development of those categorization that I had to take the significant statements and then group them into larger units of information, called meaningful units or themes (Savin-Baden, 2013, p.432). The next step was that I had also to write a description of what the participants in the study experienced with inclusive teaching strategies. This is known as the textural description of the participants' experiences and the written descriptions of what happened to the research participants must include real examples (Creswell, 2007, pp 193-194).

4.4. Findings

This chapter concentrates on description of the data which were collected from three primary school Head teachers and nine primary school teachers about their implementation of inclusive teaching strategies. The method used for data collection was semi-structured interview for Head teachers and a checklist of inclusive teaching strategies tips for teachers in order to obtain rich, quality data and the reality on the field as described in the third chapter. More so, the data description implies two parts that are description of the accumulated data that involves description of the principals' experience and perspectives, practices in relation to inclusive education. It also highlights the opportunities, challenges and strategies for inclusive teaching strategies in primary school. The second part of the present

chapter details the summary of the results.

More so, the participants of the present work involved three primary school Head teachers and nine teachers that were selected basing on their experience, direct hands on work and quality data they released. The common criteria for the selection of the head teachers and teacher’s participants among others were based on their experience in school administration for Head teachers and in teaching job for teachers which was about four years, being competent enough to release relied information, his or her availability and integrity of his own and what s/he may provide to answer to the research interview. In addition, the researcher used the Director 1 to mention the interview done with the head teacher, while the second was nominated the Director 2 and the third for the Director 3 respectively for the confidentiality and anonymity of the respondents during the data description of the present research. For inclusive teaching strategies tips, nine teachers answered to "Agree", "Disagree", and "No idea" rubrics and the researcher used the table illustrating their answers on how they implement inclusive teaching strategies in classroom environment.

4.4.1. How primary school teachers understand the implementation of inclusive teaching strategies

Proposed inclusive teaching strategies tips	Rubrics	Frequency	Percentage (%)
Tools and strategies are used to support each child's engagement in the classroom activities	Agree	9	100
	Disagree	0	0
	No idea	0	0
	Total	9	100
Teachers use collaborative problem-solving between children	Agree	9	100
	Disagree	0	0
	No idea	0	0
	Total	9	100
Students work with other and mixed groups	Agree	9	100
	Disagree	0	0
	No idea	0	0

Adaptations provided are appropriate to children's strengths and challenges	Agree	6	66.7
	Disagree	2	22
	No idea	1	11
	Total	9	100
Multi-sensory ways to support different styles of learning to present information and content.	Agree	7	78
	Disagree	2	22
	No idea	0	0
	Total	9	100
Children demonstrate and express ideas using a variety of methods	Agree	9	100
	Disagree	0	0
	No idea	0	0
	Total	9	100
Gender inclusive language is used to ensure stereotyping is not present.	Agree	9	100
	Disagree	0	0
	No idea	0	0
	Total	9	100
Teachers plan lessons taking into consideration to learners with learning difficulties and special educational needs	Agree	9	100
	Disagree	0	0
	No idea	0	0
	Total	9	100
Barriers to learning that prevent children from learning have been identified	Agree	5	55.6
	Disagree	4	44.4
	No idea	0	0
	Total	9	100
Expression of diverse interpretations is encouraged	Agree	7	78
	Disagree	0	0
	No idea	2	22
Opportunities for children to discuss personal learning/ assignment issues are provided.	Agree	8	88.9
	Disagree	1	11.1
	No idea	0	0
	Total	9	100
Teachers have knowledge of IEP Process and importance	Agree	0	0
	Disagree	0	0

	No idea	9	100
	Total	9	100

Source: Primary data

All nine teachers (100%) confirmed that they use tools and strategies each child's engagement in the classroom activities, using collaborative problem-solving strategies between children, use students work with other and mixed groups, facilitating children to demonstrate and express ideas using different a variety of methods, use gender responsive pedagogy, and plan their lessons taking into consideration to learners with learning difficulties and special educational needs.

None of them (0%) used has the idea of Individualized Education Program(IEP) and its importance. Six teachers (66.7%) agreed to use appropriate adaptations to children's strengths and challenges, two teachers (22.3%) disagreed, and one teacher (11%) had no idea. Five teachers (55.6 %) have identified barriers to learning that prevent children from learning and four teachers (44.4%) did not. Seven teachers (77%) expression of diverse interpretations while two teachers (22%) had no idea.

4.4.2. Results from identification of respondents

The results from identification of respondents highlight the information about gender, age group, level of and experience of the respondents.

4.4.2.1. Identification of the respondents by gender for Head teacher

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

Table 4.4.2.1: Identification of the respondents by gender

Sex	Frequency	Percentage (%)
Male	2	67%
Female	1	33%
Total	3	100%

Source: The data from the field, January 2022

From the above table 4.1, the results show that 2 Head teacher's respondents (67%) were male while 1(33%) (45.5%) of them were male by sex.

4.4.2.2 Identification of the respondents by age

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

Table 4.2: Identification of the respondents by age group

Between 27-37 years old	2	67%
Between 37-47 years old	1	33%
Between 47-57 years old	0	0
<i>Total</i>	<i>3</i>	<i>100%</i>

Source : The Researcher, January 2022

The above table shows that 67% of respondents were aged between 27-37 years old; while 33% were between 37-47 years old.

Identification of the respondents by level of education

Level of education	Frequency	Percentage (%)
Secondary education(A 'Level Certificate in Teaching)	3	100%
University education	0	0%
Total	3	100%

Source : The Researcher, January 2022.

In terms of education, the table 4.3 indicates that 3 respondents (100%), A 'Level Certificate in Teaching.

4.4.2.4. Respondents Per year of experience in leading school

Level of education	Frequency	
Less than 5 years of experience	0	0%
More than 5years of experience	3	100%
Total	3	100%

Source: The Researcher, January 2022

From the table 4.4, all three Head teachers have more than 5years of experience in leading schools.

4.4.3. The experience of primary school Head teachers towards inclusive education

In this unit, I described the collected data in regard to what the primary school Head teachers expressed. It was mentioned that the head teachers of primary schools had so many activities that they are in charge of performing on a daily basis in collaboration with their team that they work together at school. This is highlighted by one of the interviewees as follow:

The things that I focus much on in the school leadership, as you see, it looks like they are all. But the most of all is the quality of education. In relation to leadership it means that the school leader all in all, is the one in charge of controlling all the activities related to the school” (Interview with Director 3).

Besides, they run their schools in cooperation with their team at school so that they can set the child’s education. However, they are much stressed by their task [...] since the school exists because of the students, and they are there because there is an establishment, because there are teachers, and because there public sectors or private sectors contributing to the existence of the school and its good functioning” (Interview with Director 2).

Furthermore, the team cooperate for the sake of quality education for the children under their responsibility as it was argued by most of the respondents in the hereafter paragraphs.

This is to mean that we strongly want that the child studies well. She or he studies being well equipped with all and enough equipment, s/he learns being seated in a fitting position in his or her classroom, being in a clean environment in a good learning climate. It is clear that, all of the school staff work together and support one another so that the learners learning outcome and the quality education take place. All these above dimensions have to happen so that the child studies well” (Interview with Director 3).

In this regard, another respondent added that “When ruling the school our main focus is on education, mainly the teaching and learning process. How are the students learning? Are they studying in favorable conditions? Are the required didactic

materials available? And this is on the learning side” (Interview with Director 2).

In addition, the school headteachers’ experience is mostly based on school activities that hinge on the fact of time as declared that “when the school Head teacher arrived at school on time, all the activities related to school are all well implemented” (Interview with Director 3). Besides, these activities are like teachers’ attendance, preparations, teaching, learners’ learning and evaluation whereby the school head matches what taught by the teacher with the syllabus. For instance, one of the principals declared that

[.] Are the teachers prompt? Do they prepare a course plan? Do they teach what is on the teaching plan? Do they check whether the student understood the course? Afterward, we make an evaluation. In the evaluation we check whether what was supposed to be taught was taught and whether it was understood by the student (Interview with Director 2).

Furthermore, there are so many to focus on during his school leadership. It doesn’t mean that the school focuses solely on the school leadership and administration, but also to learners and teachers. This is because, school leadership is in its existence due to the fact that learners and teacher also are present. The school leadership has also to connect the school to others like parents, local government and private institutions through either report or physical intervention for the school welfare (Interview with Director 2).

More importantly, the school also involves different partners to contribute like learners, teachers, school administrative staffs and parent’s committee that have to cooperate day to day for the sake of learners learning outcome and the school development in general. This cooperation intervenes in a way that it supports the school to handle what seemed very difficult to the life-long of the school (Interview with Director 2). In the same vein of ideas, the head teacher added that “I cannot say that if you are an education practitioner that you will just follow rules and orders sometimes, it requires sacrifices on your own time to do a good work (Interview with Director 1).

Furthermore, it was expressed that “the school leadership requires passion and

patience for the life-long learning of all learners.

It is believed that in their “reality they face so many challenges and difficulties in their profession of teaching and raising children. It is with this reason that this

profession requires to have passion and strong, loving and sacrificing heart for the work otherwise, their work is in vain” (Interview with Director 1).

Referring to the interviewees’ testimonies, it is evident that the primary school Head teachers are overloaded with a heavy workload that they have to perform on every day in line with students and teachers and administrative related duties.

4.4.4. The understanding of primary school Head teachers on inclusive teaching strategies

The Head teachers’ perception on inclusive teaching strategies focuses on children with impairment other than learners with difficulties and educational needs. It is in this regard that the school Head teachers conceive that inclusive education works solely with learners with impairment and gender. It was asserted by most of the interviewees that “We again have children who are physically impaired, physically handicapped, and we don’t have those who are mentally handicapped” (Interview with Director 3).

In addition, the inclusive education is again viewed as “education that cares for each and every Rwandan child. This means that let it be a girl, boy, all have to go to school for learning since they are equal in our country. And then there is a child without impairment or a child with impairment, all and all have to learn” (Interview with Director 3).

Inclusive education in Rwanda by its meaning in Kinyarwanda Uburezi budaheza that is education that does not exclude anyone. It is declared by all respondents that for instance “every Rwandan no matter where he or she may come from, s/he must have that right on education without exclusion with any reason” (Interview with Director 1). This was highlighted that “that term explains itself. inclusive education is referred to as the education in which conforms itself to every student. It does not exclude anyone just because they are crippled” (Interview with Director 2).

More so, it is also highlighted that within their teachers there is one who is visual

impaired as added by one interviewee that [-] teachers there is one who is one eye impaired. Ehh! he is also with impairment. This is well understood that he helps us much so that the other mentioned clubs of children with impairment operates in a right way (Interview with Director 3).

Therefore, the inclusion at level is understood as that one allows boys and girls for them to live in harmony in the school, it is that they live in the same condition without favoritism (Interview with Director 1). Besides, on the issue of girls and boys, the school also takes care of those with special cases. It was added that [-] those special needs students with some problems which require some extra care for those in special cases during the school activities” (Interview with Director 2)

The fruitful journey to inclusion still lacks inclusive education policy awareness. This is solely limited to some of school heads, but it does not reach to teachers and other staffs in the school. One school Head teacher explained that [-] what extent seminars are needed for everyone who is affiliated to education, they must gain these trainings on the policy of non-discriminative education or inclusive education for them to understand it so as to be on the same truck of understanding in order to put into practices in the same way” (Interview with Director 3)

Considering the above perspectives, it is shown that the understanding of primary school Head teachers of inclusive education is increasing in a way that it is limited to those learners with impairment and principals who had been trained as mentioned. However, the school Head teachers may differ to their daily practices with so many reasons. But the way we do it is totally different comparably to the way we understand it (Interview with Director 1).

4.4.5. The practices of inclusive education in primary schools

The practices of inclusive education put much attention on assisting learners who are physically impaired, gender and sick children in order to facilitate them for their life-long learning.

More importantly, all interviewees detailed that for example the school buildings that they have there at their school, there is one that can accommodate children with impairments for their learning. It is only one classroom. This meant that other

building of the school cannot host their learning due to the way they are built. Thus for, there is a way that we do help all those learners with impairment. It is solely physical impairment (Interview with Director 3).

More so, this is deeply rooted in the school building system that was not flexible to accommodate these learners, the old constructed rooms do not permit children with impairment for their learning (Interview with Director 3). Besides, the additional reason is that they are able to support those with physical impairment as mentioned by the same respondent that this means that they do try their best to support those children with impairment” (Interview with Director 3).

In order to achieve this, motivators are so many as much as life is changing day to day. Looking at the speed on which technology is taking people like technology which is the mother board of everything. For example, [-] this is why a non-discriminative education in Rwanda is focusing on mutual help because we know very well where the vision of 2020 in Rwanda is heading (Interview with Director 1).

It is also critical to stop one’s chances of living and all his prosperity due to the fact that you closed his or her doors through education. Sometimes a learner has been chased from school because of his or her indiscipline problems or other things instead of taking care of him or her. It is better needed to consider his or her situations and assesses them with a mind of changing his or her status. It is very interesting to find such person becoming someone with a good reputation” (Interview with Director 1).

Finally, all of the respondents acknowledged that inclusive education focuses on learners with physical impairment and gender. Therefore, they stressed to assist them with refining school building even though they have very few rooms to accommodate them for superior classes.

4.4.6. Teachers practices towards inclusive teaching strategies

It is very essential to have teachers who are able to host and pay much attention to learner’s diversity for support in regard to their ability, inability or vulnerability.

The first thing is team working. This is a cooperation of all us at our school, working

together with a target of getting results. The second thing is providing our teachers with teaching materials without missing it in any way (Interview with Director 3).

More so, the teachers' techniques delivered by the Head teachers that inclusive teaching is based on different techniques that are employed in connivance with the school and the teachers.

Likewise, there is a program named PLC that is Professional Learning Community. This means that at the sector level, we do cooperate for learning community and pick what can help our schools so that our children can perform well. The next thing is named SBI at our schools. On our schools, we also have the program of SBI and fetch time ehh at school I created different things named department. Those who teach languages, we have their department, those who teach social have their department. We sit together on every Wednesday and discuss about different issues (Interview with Director 3).

Considering teaching practices during the school activities, there is an understanding of treating the learners alike up to the extent that it outreaches to other learners in the school and it doesn't cause any problem.

Most of the respondent added that for example, the other thing is that students with disability or handicap students they are able of doing many things they are things that they may do on their own, sometimes they even succeed more than others who do not have such problem, so in general they are able even without that kind of big help they are able the fact that they do have some inability, sorry disability is not inability" (Interview with Director 1).

In response to the question of practices, all of the interviewees confirmed that by using different strategies including assistance to learners help them to perform well since disability doesn't mean inability.

4.4.7. The opportunities of being inclusive school

Inclusive education creates so many opportunities to many practioners of education starting from learners, schools, community and the country as well. Instead of pulling

children out of the classroom to offer them specialized instruction. It is argued that there are no opportunities at all up to now. But for us at the school level, I can infer saying that we have the opportunities because our children feel comfortable with their neighbors that they are students like others (Interview with Director 3).

The benefit for the school is that they gain good reputation for the fact that they have children with physical impairment who are performing well and learn with others comfortably.

One respondent for example highlighted: "It is of a great interest for our school to have children with impairment living comfortably like other neighboring children with no brutalization. You understand that there is a very big step at our school to have those children experiencing good life with a happy mood (Interview with Director 3).

In order to answer to the research question about opportunities, most of the respondents revealed that there are benefit in inclusive education in terms of performance of learners and good reputation of the school.

4.4.8. The challenges of being inclusive school

Learners with disabilities and other special education needs may suffer much unless they are cared for their education. In this regard, challenges may be looked at in terms of scarce infrastructure, it is reported that classroom with means of hosting children with impairment for learning but when they are promoted to the next class they cannot get any other room for their good learning (Interview with Director 3). This was also reinforced that the practice of this type of education faces so many challenges related to school budget that is spent in furnishing the school infrastructures that are to serve learners with impairment of different types. For example, providing ramps or other requirements depending on the disability (Interview with Director 1). The next challenges are the poor understanding on the abilities of learners with disabilities, lack of enough training and tools and turnover of trained teachers that shifts from one place to another and creates a gap for those who would need special attention.

It was mentioned by one of the interviewees that the big problem is the misunderstanding, that problem of misunderstanding if you resolve it all other

things works very well step by step. To understand the one with disability he is able, to understand that he can succeed as the one without the problem, to understand that the one with disability can also use extra ordinary force (Interview with Director 2).

In addition, the Head teacher added that [-] the first thing as I told you is schools which did not receive seminars to treat well students with disability, the second thing is the obstacle of not having enough tools by example you meet some case where we have students who are deaf and the fact that there are no trained teachers on how they can help in [-] (Interview with Director 2).

It was again stressed that a part from teachers, students and parents are also concerned to be included in the training so as to instill what is needed to be done by each part that later transformed into complementarity in education journey that encompasses many aspects that have to be reflected in a way of inclusion. For example, “school building that may deter impaired children from learning or once the school does not reflect gender in a sense of inclusion, a child may be prevented by this factor” (Interview with Director 1).

It was reported that “So, we are still in need of seminars and trainings we do still need to invest more power in this. Even to the parents they do need it also I mean to understand very well this inclusive or non-discriminative education this is due to the past myth where the kids with disabilities, in some family they considered him or her as someone who worth nothing. The fact that he is legless or armless should not be the reason to disqualify him or her that’s why I said that even parents need to have seminars in other to understand the non-discriminative or inclusive policy (Interview with Director 1).

4.4.9. The summary

The summary of the present chapter conceptualizes the key notes in regard to the data gathered from the respondents. The latter were three primary school Head teachers and 9 primary teachers who eminently accepted to recall their account form their lived experience on implementation of inclusive teaching strategies. These

accounts were recorded as data to be categorized and described as presented in the previous part of this chapter. The data description sheds lights on s' perceptions, experience and practices on inclusive education. The description also highlighted the opportunities, challenges and strategies that are reflected on when implanting inclusive education culture in their schools.

More so, reference is made on the principals' perception of inclusive education form secondary schools highlighted that inclusive education is reflected as an education for learners with physical impairment, poverty, gender and all have to go to school for learning in nine and twelve basic years while for boarding there were school fees and high score in national exams dimensions in terms criteria. It reflects physical impairment in a sense that it is only this aspect that is frequently focused on by the school's leaders. Inclusive education in Rwanda is translated into Kinyarwanda and becomes Uburezi budaheza that is education that does not exclude any person. From this translation, it is declared that the understanding is limited within the scope of the terms and not the implication of whom it has to serve.

Furthermore, the principals' experiences in relation to inclusive education focuses on school activities reflecting the connection of the school components and other government and private institutions linked to their respective schools. This is meant that the school principal coordinates all the activities related to his or her school including teaching and learning processes, administrative duties. In this regard, they need to make sure that the learners are placed at the center of learning and in a conducive learning climate so that their educational quality can take place. This happens even if they do it differently from the way they understand it. The head teachers' experience in relation to inclusive education has a gap where they solely focus on learners with physical impairment, though they are much affected, while there are others who are vulnerably affected due to different abilities and disabilities of learners.

The interviewed head teachers indicated that the practice of inclusive education has a positive impact on their schools and society at large. This is where learners with physical impairment get and learn comfortably with a reason that the schools do try their best to support them to learn together with their peers. However, they still have limited resources for hosting them for some other classes. For instance, it has been

mentioned that they have only one room that can accommodate their learning in the whole school and they find it very difficult to promote them to the next class because of scarce resources.

More importantly, there is no criteria for school admission for some school whereby the admission is permitted to any in need of schooling. These schools are said to be for those who are not privileged; while on the other hand, there are some other schools for privileged classes.

Besides, the data described showed that teachers' practices during the school activities, there is an understanding of treating the learners alike up to the extent that it outreaches to other learners in the school and it doesn't cause any problem as it is stipulated in the school rules and regulations that are deeply hinged on values and prohibits of Rwandan culture. In this regard, teachers' practices as key factors for inclusion have to host and pay much attention of learners with physical impairment and gender alike for quality development.

In addition, inclusive budget stands itself as a theme that illustrates the extent to which inclusive education is conceptualized by Head teacher of primary school leaderships. It has been mentioned by the data that learners are supported through re-fixing and maintaining the school resources like easy access in classrooms and toilet.

As a matter of fact, the data revealed that they don't obtain any opportunities apart from learners with impairment learning together with others, mutual cooperation, children's feeling comfortable with their neighbors in a good learning climate that results in greater academic gains for students with impairment without brutalizing one another. The school benefits from this the interest of social justice at their school and good performing learners that results into good reputation of the school.

However, the data highlighted many challenges that are occurred in a mid-way of the long and productive journey to inclusion. These challenges include the level of understanding of inclusive education, which is still down, the insufficient fund from the school, shortage of trained personnel at school, inadequate school resources

including school materials and facilities, very few inclusive practices, and parents' inability to equip their children with school necessities. All these difficulties are hindering the system of inclusive education from serving whom it may serve.

Although, there are so many challenging situations, the intersubjectivity knowledge highlighted some strategies that are found important to curb the difficulties. These are empowering learners with impairment for better life through better learning, assisting resources, sustained facilities, inclusive education awareness to the public, and the training of all bodies including teachers, learners and parents who are concerned with education is of the outmost important in lobbying for learners with impairment.

Concluding the present part of this chapter, the school head teachers need to be empowered in relation to inclusive education so that they can take serious measures to create a professional learning environment for all the students involved in their schools. It is suggested that training teachers at all levels is also a necessity for inclusive education practices. Therefore, inclusive education is should be looked at as a prospective and productive movement that is connected to quality education implementation and it needs to be given priority by the schools and the policy makers for all learners'life-long learning.

4.4.10. Experiences of primary head teachers school in inclusive education

The present research found valuable and important results that are connected to the research question. It is in this lines that the experiences of primary school Head teachers sound important in understanding inclusive education. This is deeply rooted in their daily activities that includes learners and teachers in the learning and teaching activities as a basis of inclusion and their work even though there are so many other duties under their responsibilities. It was mentioned that the school leadership is not only for school administration but also about learners and teachers (Interview with Director 2). Therefore, the increased practices of inclusive education stems from the growth of recognition that all the students succeed when they are provided the same educational and social opportunities all alike taking into consideration teaching and learning processes (Hehir, Grindal, Freeman, Lamoreau, Borquaye & Burke, 2016, p. 4; Stubbs, 2008, p. 39).

In regard to discourse of inclusive education, the focus includes all learners with their different needs like learners with disabilities, special education needs, disadvantaged and other vulnerable learners living in poverty, remote, conflict and refugee situations just to name a few for full intervention targeting equal access to learning opportunities and participation for all learners in order to benefit from quality education (MINEDUC, 2018a, p. 11; Tanyi,2016, p. 212; Stubbs, 2008,p. 18; UNESCO, 2005, p.19; Baart, n.d, p. 40).

Therefore, my research findings showed that there are so many aspects to experience and consider in inclusive education understanding and practices even if learners with physical impairment are part of other aspects that are highlighted in inclusive practices. This shows that there are more aspects that literature highlighted for the fully fledged understanding of inclusive education.

4.4.11. Practices of Head teacher in inclusive education in primary schools

The findings of my research indicated that the principals implement inclusive education that focuses on learners with physical, mental impairment and gender in order to facilitate them for their lifelong learning through different activities including building ramps, food preparation, health insurances, assistive materials like bed, free of charge for girls registration and some clubs at school (Interview with Director 1, May 2019, lines 310-319; Interview with Director 2, June 2019, lines 139-145). In regard to discourse, inclusive education is enhanced through teaching and learning process through individual support, assistive resources availed to all learners in need and quality teaching practices as aspects of education quality as well (Stubbs, 2008, p. 12).

As result, my research released that the practices of inclusive education highlight the assurance of over all activities lined with school buildings, facilities and teaching resources among many others. In this regard, the principals focus does not cover the concept of inclusive education practices since many different categories need to be centered on learners regardless of their differences to full participation in teaching and learning processes. Contrary to the practices needed in science that are promotion of inclusive education and education for all that implies consideration of education as a human right with no exception, budget for inclusive education practices (NCC, 2018, p.5; Haye & Bulat, 2017, p. 9; Kolpeja, 2018, p. p.9; Stubbs, 2008,

p.18; UN, 2006, p. UNESCO, 2005, p. 19).

Furthermore, the central element in inclusive education at school level depends also on teachers' techniques employed in a classroom to reach out all learners' diversities for the benefits of all learners. For the school, some techniques like professional learning community, SBI, school departments, peer learning were underlined for the sake of inclusion (Interview with Director 3, June 2019, lines 190-196). Likewise, it was proved that a modern view of teaching also includes professional activities at the school level, such as co-operating in teams, building professional learning communities, participating in school development envisaging to respond to the diversity of learners in all its forms by reflecting teaching and learning practices that favors access and offer chances to all in quality and equitable education that equips them with different competences (Darling-Hammond & Berry, 2006,p. 3; Stubbs,2008, p.19).

4.4.12. The opportunities of being inclusive school

There are so many profits that are found in inclusive education in different dimensions such as social effect and academic gains on the side of learners, school, community and the country as well. In this regard, the school principals understand that an inclusive classroom allows learners with impairment to learn together with their peers and get social cohesion and comfort (Interview with Director 3, May 2019, lines 136, 266-268). They conceived that they don't get any interests from inclusion practices other than students' performance and comfort (Interview with Director 3, May 2019, lines 264, 267, 274). Indeed, supporting all learners often results in higher achievement, improved rates of school graduation and positive relationships. It also reduces fear of human differences, accompanied by increased comfort and awareness, growth in social cognition, belonging and acceptance, supported by the school community, increased tolerance of others, more effective communication, improvements in self-concept, development of personal moral and ethical and warm and caring friendships benefited from quality teaching and learning practices (Kezang, Dorji, Dukpa, Lhamo, Thapa & Tshomo, 2015, p.36; Ngwokabuenui, 2013, p. 1; Stubbs, 2008, pp.19; Staub & Peck, 1995, p. 36).

Despite these above concerns, research has demonstrated that well-trained and

motivated teachers encourage cooperative teaching and learning that can help and ensure that every child learns to his or her full potential from an early age and enters adult life well-equipped to be active citizens that promote peace through tolerance, raise equal opportunity of the society and support the development of their community and country as well (Kezang, Dorji, Dukpa, Lhamo, Thapa & Tshomo, 2015, p.3; Kumar, 2008, p. 1).

Responding to my research question, there are so many opportunities that are obtained by secondary schools through inclusive education in terms of social cohesion, comfortability, high achievement of learners and community but rarely to the high reputation of the school due to the fact of the fact of learners' performance.

4.4.1. Challenges of implementing effective inclusive teaching strategies.

The principals generally support the concept of inclusive education, but they still question their own way and ability to inclusive practices. The interviewees attribute their mediocre practices of inclusion to poor understanding of inclusive education, inadequate funding, turnover of trained teachers mostly in private schools, lack of adequate training and support to all corners of education that are learners themselves, teachers and the parents from the large community as well (Interview with Director 1, May 2019, lines 455-461). In regard to literature, lack of public awareness on inclusive education, not attending community development activities including schools, not acquiring competences on the side of learners due to scarce assistive resources, conflict situations, rigid curriculum, teachers negative attitudes and other social economic factors have been always a block in successful implementation of the inclusive education and its practices along with the mainstream schools (NCC, 2018, p.5; Hehir, Grindal, Freeman, Lamoreau, Borquaye & Burke, 2016, p.10; Tanyi, 2016, p. 212 Hunt, 2015, p. 12; UNICEF, 2013, P. 16; Baart, n.d, 14).

The finding of my research confirmed that the lack of adequate understanding of inclusive education on the side of learners, teachers, principals and community as well hinder the improved and sustained practices on inclusive education. These challenges are for example lack of training, lack of public awareness among others.

Although the principals declared that they put inclusive education into practices through lines from the budget (Interview with Director 1, May 2019, lines 320-321; Interview with Director 2, June 2019, lines 138-144). The research has found that the implementation of inclusive education policy in numerous cases faced with unsustainable and unsupportive budgets and financial frameworks. By the experience of many countries, applying inclusive education, the funding is acknowledged as one of the greatest challenges to be faced (Kolpeja, 2018, p. 9; Haye & Bulat, 2017, p. 9).

The principals conceived the issue of funding inclusive education at school level as an easy deal and forget that the most their students are coming from poor families 'ubudehe'category one and two" these are classes of Rwandan people who are very poor. Most of their children are following their studies within nine and twelve years' basic secondary schools (Interview with Director 3, June 2019, lines 133-137).

However, the results of this research demonstrated that the principals still have small budget for funding all learners with difficulties in one way or another fostering their learning outcome as much as most of their students come from poor families.

. Strategies for effective inclusive education practices

The interviewees proposed so many different strategies towards inclusive education whereby they advised the government to enroll those learners with physical impairment in boarding schools where they would get special attention (Interview with Director 3, June 2019, lines 320-322). However, there are so many ways that these learners can get support from where they are. Similarly, teachers can employ different strategies and teaching techniques which meet the needs of all learners. This means that the overall quality of instruction in a school plays a bigger role in shaping the achievement of learners with disabilities alongside with children without disabilities (Hehir, Grindal, Freeman, Lamoreau, Borquaye & Burke, 2016, p.7).

Although, it was asserted that the school principals have managed to build some facilities for inclusion, but they still have a long journey for it to take effects whereby they conceive much that inclusive education is for solely the learners with physical impairment and gender (Interview with Director 1, May 2019, lines 72-74; Interview with Director 2, June 2019, lines 171; Interview with Director 3, June 2019, lines 126-128, 131). While it is deemed necessary to include those children with physical

disabilities and many other vulnerable, marginalized, poor or rich children just to name a few learning together with learners without disabilities for full participation. For some students with disabilities, inclusion in a general education classroom requires adaptive technologies and modifications to the curriculum, teaching techniques and methods, school community partnership, universal design, increment of teachers' retention, non-child left behind in a classroom environment and twin-truck approach. Successful inclusive schools often identify multiple sources of funding to provide these additional supports (Kumar, 2017, p. 535; Hehir, Grindal, Freeman, Lamoreau, Borquaye & Burke, 2016 p.10; Darling-Hammond & Berry, 2006, pp. 2,6; UNESCO, p. 16; Stubbs, 2008, p. 79; Baart, n.d, pp. 19,170).

There are so many challenges that they face when handling inclusive education practices. These challenges are differentiated as poor understanding of inclusive education, lack of awareness, lack of sustained training on the side of teachers, learners and parents, lack of adequate funding lack of public awareness of teachers, learners and parents' sides and financial inadequate buildings and facilities that impede inclusive practice in the presence of inclusive education policy (Interview with Director 1, May 2019, lines 249-251; Interview with Director 2, June 2019, lines 101-103, 131; Interview with Director 3, June 2019, lines 172). Moreover, given the cultural shift that inclusive education requires in most societies, changing public opinion through public campaign about the importance of inclusive education (Hehir, Grindal, Freeman, Lamoreau, Borquaye & Burke, 2016 p.22). On the contrary, the strategies were also resumed like building facilities for inclusive education, peer learning, equity and equality, admission of learners with impairment in primary schools but the remaining students also needs inclusion.

CHAPTER FIVE : GENERAL CONCLUSIONS AND RECOMMENDATIONS

5.1 General conclusions

This study investigated the implementation of inclusive teaching strategies by the primary school teachers in Rwanda. It concentrated on different chapters like the introduction chapter that looked into the practices in connection with discourse on inclusive education in Rwandan education system. Then, the connection released the research questions that are how do secondary school principals understand the policy of inclusive education? this research question encompasses two sub-categories that states: How do primary school teachers understand inclusive teaching strategies?

this research question encompasses two sub categories that states:

(1) how do primary school teachers implement inclusive teaching strategies in Rwanda?

(2) what challenges do primary school teachers face in implementing inclusive teaching strategies? It is in this regard that different methods were employed to for gathering and analyzing data in order to find answers to the research questions. As far as this research used qualitative approach, I employed semi-structured interview and questionnaires as tools that helped to collect data from the interviewees in a

form of audios. Then on, these collected data were transcribed and translated in English so as for them to be analyzed.

More so, the findings of my research were also linked to the educational discourse in order to answer to the research questions. The findings of this work were summarized in the paragraphs hereafter and releases the conclusion and the recommendation as they are detailed hereafter.

The results of this work illustrated the poor understanding of inclusive teaching strategies that is linked to Head teachers and teachers ' lack of adequate perception of inclusive education. This is meant that they conceive inclusive education as a system that is reserved for learners with physical impairment and gender. This understanding leads to limited and inadequate practices of inclusive education.

5.2. Recommendations for implementation of inclusive teaching strategies

The Government of Rwanda through the ministry of education and the ministry of local government should consider creating a special enough budget line for inclusive education for better implementation of inclusive teaching strategies. This has to include delivering inclusive education training for in-service teachers, learners, parents and principals/Head teachers as parts of the system implementers and availing accessible materials and assistive devices to learners in needs. In this regard, this fund is for assisting schools to purchase learning resources, sustain and develop different infrastructure, train and recruit adequate teachers, to explicitly support all learners in inclusive and quality teaching.

The Rwanda Basic education Board and workforce development authority should develop and roll out a set of nationally approved standards to assess the progress and impact of inclusive education as a cross-cutting issue in the new competency-based curriculum.

There are several practical implications derived from this study. Some of the most prominent findings from this study regarding practical challenges were school infrastructure, lack of training to both school principals and teachers, inadequate

funding for assistive resources. All these have implications on the quality of education for children. The study suggests that the schools' Head teachers have to consider their provision of assistance to teaching and learning processes in the classrooms and beyond for the effective and successful progress of all learners.

All school leaders should value diversity among staff and learners, encourage and support inclusive values throughout teaching practices, rules and regulation, budget planning within their strategic planning that targets inclusive practices. These dimensions should be clearly shown as the steps that are being undertaken in order to improve access to learning in the classroom as well as improvements to physical access through reasonable adjustments of infrastructures.

Since inclusion represents a substantial departure from traditional educational practice, training teachers to be equipped with inclusive practice skills and knowledge in inclusive education is critical for successful implementation of quality education.

Local authorities should also run training programs to sensitize local communities to promote an understanding that each child has the right to be seen first as an individual, deserving dignity and respect even before the implications of their disabilities are addressed. Parents often need support in seeking inclusive education practices and care for their children in maximizing their child's welfare.

5.3 Recommendations for further research

There remaining call for further research in Rwandan education system is the persisting gap that is for children with profound and severe needs who do not have intellectual impairments but cannot attend mainstream schools such as those who have severe physical disabilities but an ability to study and acquire competency. Currently there is no strategy to accommodate these learners; most of them end up in special centers while others continue starving from homes.

To conclude, inclusive education as one of dimension of quality education through

implementing inclusive teaching strategies, has to be implemented through different ways including changing minds, changing practices and changing places (Armstrong & Moore, 2004, p. ii), for inclusive education in the hand of good quality education that equips all learners with competences which, in turn, help them to live better their own lives.

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APPENDIXES

APPENDIX ONE

**Interview guide for the primary school Head teachers on inclusive education:
Ibibazo by'abayobozi b'ibigo by'amashuri abanza k' umurongo mugari w' Uburezi
budaheza**

Initial question: Ibibazo by' ibanze

Dear Sir/Madam: Bwana/ Madamu,

I express my heartfelt thanks to your time you devoted and acceptance for my invitation to this impeccable conversation. I am very much interested in inclusive education that touches my passion. So, I humbly want to learn from your classic management as a school leader. Please tell me!

Nejejwe no kubashimira kubw'umwanya mwatanze no kwemera kwitabira ubutumire bwanjye muri iki kiganiro cy'ingirakamaro. Nshimishwa cyane no gushaka kumenya birenze ibijyanye n'Uburezi budaheza. Kubw'ibyo nshiye bugufi nifuza kwiga ibijyanye n'imicungire ndetse n'imikorere nk'umuyobozi w' ishuri. Ese mwatubwira?

I would like to learn from your experiences as primary school leadership as Head teacher. Please tell me about your school?

Ndifuzza kwigira k'ubunararibonye mufite nk'umuyobozi w'ishuri. Mutubwire ibijyanye n'ishuri ?

B. In-depth questions: Ibibazo by' imbere

As school Head teacher, may you share with me your experience in regard to learning difficulties and special educational needs among learners from your school?

Nk umuyobozi w'ishuri, ese mushobora kudusanziza ubunararibonye mu bijyanye n'abana bafite ubumuga n' abafite ibindi bibazo mu myigire?

What are the opportunities you might have for learners with learning difficulties and special educational needs in your school? May you give me some examples to understand more?

Ni ayahe mahirwe ushobora kugira hamwe n'abana bafite ubumuga n'ibindi bibazo mu myigire mu kigo mubereye umuyobozi?

C. Follow- up questions: Ibibazo nkurikirana

What challenges do you face when dealing with learning difficulties and special educational needs among students at your school? May you explain to me more with

some examples. Ni izihe mbogamizi muhura na zo mu gukemura ibibazo by'abana bafite ubumuga n' ibindi bibazo mu ishuri mubereye umuyobozi?

You shared with me your experience while dealing with students with learning difficulties and special educational needs. What do you suggest as mechanisms to overcome these challenges? Mwadusangije ubunararibonye mu ikemurwa ry' ibibazo by'abana

bafite ubumuga n'ibindi bibazo. Ese ni ibihe bintu bibafasha gukemura ibyo bibazo?

Closing questions: Ibibazo bisoza

Do you have any other thing you would like to share with me according to our conversation? Tell me! Ese mwaba mufite iki kintu mwifuzza kongera ku byo tumaze kuvugana? Mutubwire!

APPENDIX2:

Inclusive Teaching Strategies checklist

Proposed inclusive teaching strategies tips	Rubrics	Frequency	Percentage (%)
Tools and strategies are used to support each child's engagement in the classroom activities	Agree		
	Disagree		
	No idea		
	Total		
Teachers use collaborative problem-solving between children	Agree		
	Disagree		
	No idea		
	Total		
Students work with other and	Agree		

mixed groups	Disagree		
	No idea		
	Total		
Adaptations provided are appropriate to children's strengths and challenges	Agree		
	Disagree		
	No idea		
	Total		
Multi-sensory ways to support different styles of learning to present information and content.	Agree		
	Disagree		
	No idea		
	Total		
Children demonstrate and express ideas using a variety of methods	Agree		
	Disagree		
	No idea		
	Total		
Gender inclusive language is used to ensure stereotyping is not present.	Agree		
	Disagree		
	No idea		
	Total		
Teachers plan lessons taking into consideration to learners with learning difficulties and special educational needs	Agree		
	Disagree		
	No idea		
	Total		
Barriers to learning that prevent children from learning have been identified	Agree		
	Disagree		
	No idea		
	Total		
Expression of diverse interpretations is encouraged	Agree		
	Disagree		
	No idea		
	Total		

Opportunities for children to discuss personal learning/assignment issues are provided.	Agree		
	Disagree		
	No idea		
	Total		
Teachers have knowledge of IEP Process and importance	Agree		
	Disagree		
	No idea		
	Total		

Source: The researcher



