

**AN ASSESSMENT OF OPPORTUNITIES FOR CHILDREN WITH SPECIAL  
EDUCATIONAL NEEDS THROUGH ROSA MYSTICA SCHOOL, FAMILY AND  
COMMUNITY PROJECT TOWARDS EFFECTIVE SCHOOLING FOR ALL,  
RWANDA**

**Dancille NIRAGIRE**

**University of Rwanda**

**College of Education**

**Masters of Education in Inclusive and Special Needs Education**

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RWANDA**

**By**

**Dancille NIRAGIRE**

**Registration Number: 216355176**

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**University of Rwanda**

**College of Education**

**School of Inclusive and Special Needs Education**

**Supervisor: Dr. Evariste KARANGWA**

**July, 2018**

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## **CERTIFICATION**

This is to confirm that the work reported in this thesis entitled “Towards Effective Schooling For All: An Assessment of Opportunities For Rwandan Children With Special Educational Needs through Rosa Mystica School, Family and Community Project” was carried out by NIRAGIRE Dancille in Partial Fulfillment of the Requirements for the Degree of Master of Education in Inclusive and Special Needs Education.

Signature.....

Supervisor: Dr. Evariste Karangwa

Date: ...../...../2017

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May our Almighty God bless you all plentifully!

**Niragire Dancille**

## **DEDICATION**

This work is dedicated to the Almighty God, to my late parents who transmitted to me their love for education, may the Lord rest their souls in eternal peace! It is dedicated to my lovely husband Dr. Rwakazina Olivier for his unconditional love, to our lovely children Laura Barbara and Lenny Marius, to my brothers and sisters; as well as to my family in law.

## ABSTRACT

This research aimed at assessing the opportunities accorded to students with Special Educational Needs in the implementation of Inclusive Education in G.S. Rosa Mystica. Among the opportunities there were teaching and learning resources, inclusive practices which were put in place such as community engagement and support services provision, curriculum modification as well as staff professional development for students to learn effectively. The study adopted a descriptive survey design. The independent variables comprised curriculum modifications and other factors that influence effective inclusion namely teachers and school leaders' professional development, support services, parents and community engagement in school life and attitudes among others. The Dependent variable was identified as being effective schooling for all. The target population of this study constituted school administrators, teachers and parents of students with special educational needs and disabilities. Purposeful sampling was applied to determine the sample, and data were collected using questionnaires and interviews. The questionnaire was administered to 12 teachers from nursery, primary and secondary levels, and interview schedules were addressed to the school Head Teacher and parents. In order to ensure validity and reliability of the research instruments, a pilot study was carried out and the researcher used a test retest technique to measure the reliability of the instruments. The content validity was ensured by supervisor and other faculty staff who have expertise in research work. The study found out the school administrators, teachers and the community were aware of the great importance to offer education to students with special educational needs within the framework of Education for all. However, the school encountered the barriers including the extra number of students with special educational needs and other disabilities per class, and the insufficient equipments in the resource room. The study mainly reviewed that sensitization had effectively been done; therefore, the schools administrators, teachers, and the community in general had positive attitudes towards persons with disabilities. Trained teachers, adapted environment and appropriate resources were available hence this attracted enrollment of children with special educational needs and disabilities in the school. However it was noted that the school needed funding to sustain their resources and regular training for staff to keep them up to date for inclusive practices. Therefore, the researcher wishes to recommend that the Government of Rwanda could allocate funds for modern equipment and regular training of staff to gain various skills for accommodating students with special educational needs and other disabilities, and accept teachers' aides as permanent workers, so that they can support teachers in their daily work.

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## LIST OF ABBREVIATIONS AND ACRONYMES

9 YBE:	Nine Year Basic Education
12 YBE:	Twelve Years Basic Education
ADD:	Attention Deficit Disorder
ADHD:	Attention Deficit Hyperactivity Disorder
CRC:	Convention on the Rights of the Child
CAMS:	Credit Accumulation and Modular Scheme
CEFAPEK:	Centre de Formation Agricole et du Petit Elevage de Kamonyi
CERAI:	Centres d'Enseignement Rural et Artisanal Intégrés
CHK:	Centre Hospitalier de Kigali
CP:	Cerebral Palsy
DFID:	Department For International Development
EDPRS II:	Economic Development and Poverty Reduction Strategy II
EICV3:	Enquête Intégrale sur les Conditions de Vie des ménages 3 (Integrated Household Living Conditions Survey)
EFA:	Educational for All
ESRC:	Economic and Social Research Council
ESSP:	Education Sector Strategic Plan
G. S.:	Groupe Scolaire
HI:	Handicap International
HLI:	High Learning Institutions
HVP:	Home de la Vierge des Pauvres
IE:	Inclusive Education
JICA:	Japan International Cooperation Agency
LSU:	London Southbank University
MDGs:	Millennium Development Goals
NCERT:	National Council of Educational Research and Training
NCRM:	National Centre for Research Methods

NCSE:	National Council for Special Education
NDA:	National Disability Authority
NISR:	National Institute of Statistics Rwanda
PBL:	Problem-Based Learning
PTA:	Parents-Teachers Assembly
PTC:	Parents-Teachers Committee
PWDs:	People With Disabilities
RAU:	Rand Afrikaans University
REB:	Rwanda Education Board
SA:	South Africa
SBI:	School-Based In-Service Training
SDGs:	Sustainable Development Goals
SEN:	Special Educational Needs
SNE:	Special Needs Education
TLM:	Teaching and Learning Materials
TSS:	Technical Secondary Schools
TVET:	Technical and Vocational Education and Training
UDL:	Universal Design for Learning
UN:	United Nations
UNDP:	United Nations Development Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children’s Emergency Fund
UR-CE:	University of Rwanda-College of Education
VGPIEK:	Voluntary Group for Partnership of Inclusive Education in Kamonyi
VTC:	Vocational Training Centers
WHO:	World Health Organization

## CHAPTER ONE: GENERAL INTRODUCTION

### 1.0 Introduction

A number of children with a wide range of special educational needs are notable in the Rwandan society. These include children with disabilities, those who are talented and gifted, those with different developmental disorders, as well as children with varying intrinsic and extrinsic challenges. It is of great importance that awareness is developed within the Rwandan community with which to address the children's special educational needs so that they can have the same opportunities as their peers and grow into independent and productive adult citizens able to make contribution to their country's development. It is also important for their personal development. This is achievable when they are educated and trained as the majority is still submerged into ignorance and poverty. UNICEF (2011, 4) argues that:

*“Education for All (EFA), which represents an international commitment to ensure that every child and adult receives basic education of good quality, is based both on a human rights perspective, and on the generally held belief that education is central to individual well-being and national development. However, EFA has not, to date, given sufficient attention to some marginalized groups of children, in particular those seen as having special educational needs or disabilities. Children with disabilities have remained relatively invisible in the efforts to achieve universal access to primary education. It has become clear that, without targeted measures to help them overcome the barriers, the goals of EFA will not be achieved for children with disabilities”.*

In the same perspective, communities ought to be educated to mitigate or combat discriminations and exclusion of all kinds leveled against the children with special educational needs, especially those with disabilities. It should start in families of children with special educational needs to get sensitized about all the rights of the children: the right to life, food, education, and other fundamental rights. If parents are aware of how they can help their children, the community will also learn from them and those children will get helped through early stimulation, habilitation/rehabilitation services and inclusion in education systems.

The government of Rwanda recognizes that learners who are considered to have special educational needs require additional support or special provisions in order to enable them to access and complete their education successfully. In responding to this category of learners, the



Education sector policy on Special Needs Education of 2007 fulfills the national obligation of addressing education as an equal right for every citizen and enabling those who have special educational needs to achieve their full potential. It offers an equal opportunity in education in accordance to the National constitution of 2003 (article 40) relating to the right to education, and law No 01-2007 of 20/01/2007 (Article 11-13) of the Republic of Rwanda, relating to the right of education and special support for those with disabilities. The policy complements the general political national and international orientation of building fair and equal society which recognizes the value of every human being, irrespective of background, race, ethnicity, ability and disability; and in turn, the society benefits when more skilled educated workforce are enabled to contribute to the social and economic development of the country (Republic of Rwanda 2007, 5-6).

This study presents the Background of Rwandan education and that of Inclusive and Special Needs Education in chapter one. The background of Rwandan Education comprised the description of three periods which highlighted the eras through which the History of Education has gone through, namely the period before independence, the period after independence and the period after genocide perpetrated against Tutsi in 1994. The Background of Inclusive and Special Needs Education section highlighted the International Commitments to Education of Children with Special Educational Needs and it traced the History of Education of Children with Special Educational Needs in Rwanda. On the other hand this part of the chapter talked also about Inclusive Education in G.S Rosa Mystica.

It follows that the next chapter that is chapter two reviews the academic literature that comprised the theoretical review which presented the rationale for inclusion, views on inclusive practices and inclusion culture, and curriculum modifications to cater for individual needs. This review of literature also showed empirical review which presented other researchers' findings on the ground of disability issues. The theoretical framework presented theories that gave meaning to different concepts in Education, presenting medical and social models of disability, as well as constructivist teaching model. The conceptual framework showed the interrelatedness among various variables, independent and dependent variables; to illustrate means of achieving effective schooling for all. Chapter 3 reviewed the methodology and research design of this qualitative

study which was based on semi-structured interviews of the school administrators and parents as well as questionnaire for teaching staff in the school of investigation.

Chapter 4 presents the study findings. It opened with a presentation of types of SEN and disabilities cases encountered in G.S. Rosa Mystica inclusive school then followed by a discussion about the school staff contextual understanding of inclusion as well as community participation in the school life. Additionally the barriers and challenges, as well as the strategies, to enhance inclusive practices have been explored and the chapter illustrated together the discussions and findings in relation with the current literature. As Rwanda embarks on its goal to provide education opportunities for all children, it is essential to determine how inclusive culture has been effectively implemented so far in the school of the study. The concluding chapter 5 highlights recommendations and suggestions after observing the findings, and explains strengths and limitations of the study.

The research found a number of students with SEN and disabilities in G. S. Rosa Mystica and noticed that teachers and school administrators were confident with inclusive practices. They had some professional development to equip them with skills to handle individual needs and interests for all students enrolled in the school. It was of paramount importance to the researcher to do this study as it will help to improve academic research skills in the field of Inclusive Education. The research will add to the College library materials which will serve as references for which students and other researchers who will be interested in this area of study shall rely on, to acquire information on assessment of opportunities given to children with Special Educational Needs in the spirit of effective schooling for all. Therefore, the University of Rwanda-College of Education will also benefit from this research which adds to researchers resources. Teachers and school administrators will get information about enhancement of inclusive strategies in order to host as many students with SEN as possible and other schools will get a model to introduce inclusion practices. The public organizations and policy makers will benefit from this research as the recommendations and suggestions of this study will be of great importance. They will help decision makers to improve their policies making process on issues related to inclusive practices.

However, there still too much work to do to achieve inclusive education. It requires change in attitudes of parents in particular, and the community at large, capacity building of staff,

nationwide institutional support to ensure that all children with disabilities and other special educational needs are enrolled in habilitation and rehabilitation services centres and hence in schools. The Government of Rwanda is committed to ensuring that schools are inclusive places of learning; therefore, all partners of education should collaborate so that they can make it possible and achieve the goal “No one left behind”.

## **1.1 Background of the study**

### **1.1.1 Historical Background of Education**

Education is a key factor in human development, for it constitutes a bridge from ignorance to knowledge, from exclusion to participation. It constitutes a vital and instrumental element for people to get involved in all areas of life. Education is not only necessary to all people but it is also a right that must be enjoyed by all, as it is stipulated in the United Nations Declaration of human rights of 1948. Article 26 proclaims that:

*“everyone has the right to education, free and compulsory at the elementary stages, with technical and professional education made generally available and higher education equally accessible to all on the basis of merit”* (UNESCO 2009, 9).

According to Bah Diallo (1997, 3), basic education has always been a central concern of countries which recognize that it constitutes the basis of all socioeconomic development. The difficulties that today tackle many regions of the world are, in part, caused by a breakdown in the systems established to provide basic education. This is especially true in the sub-Saharan African countries among which there is Rwanda. Rwanda has undergone several changes in its education linked with changes in political administration since the pre-colonial era, colonial era and post independence period. The post independence period can be divided into two important periods in the sector of education namely the period before and after genocide against Tutsi of 1994. In this section we shall discuss the Rwanda historical background of Education across these periods.

#### **A. Pre-independence period**

Education in Rwanda was originally informal and delivered largely through the family and community apprenticeships or role meddling. In the family, children were provided education in their homes or through extended family communities, i.e. relatives. This education was focusing mainly on transmitting the generation norms, customs and values specific to Rwandans

(Republic of Rwanda 2016b). Beyond family education, other different cultural components were imparted through a traditional initiation known as Itorero. It existed in the Rwandan culture and was abolished during the colonial times. It was traditional school, a channel through which the people of the Country transmitted different lessons on the culture of the Nation, language, patriotism, fair relationships, sports exercises, and dance, fighting for the Country, etc (Itorero Isonga Training Report 2011, 2).

Roman Catholic Church was the first to introduce formal education in Rwanda at the beginning of the 20<sup>th</sup> century. During colonial period, the education system was run by missionaries supported by colonial Government (Nzabwirwa 2009, 159; Republic of Rwanda 2003a, 17). The Germans were the first colonizers of Rwanda but their influence on the development of formal education was minimal since they lost the colony after World War I (1914-1918). Belgium was given the territory by the League of Nations in 1919, and began administering it in earnest in the mid-twenties.

With regard to formal education, the colonial administrators relied heavily on the missionaries who had arrived before them at the turn of the century. The Catholic missionary of the order of White Fathers petitioned the King at Nyanza for permission to establish a mission with a school at the palace (Hoben 1988, 11). By 1918, as noticed Walker-Keleher (2006, 37), quite separate from the colonial administrations, there were close to a dozen Catholic missionary schools operating. Between 1919 and 1943, Protestants including Belgian Presbyterians, Seventh Day Adventist, Anglicans, Baptists, Pentecostals, and Methodists also arrived in the area, but the Catholics maintained their pre-eminent role in education. As the Belgian colonial administration willingly let missionaries' responsibilities of running schools, education policies in Rwanda were also largely influenced by the Churches and in line with their goals of creating Christian African communities.

They also needed higher quality education for an African clergy. As the White Fathers and Belgians had aligned themselves with the aristocratic Tutsi groups, it was in this way that only a limited number of other groups received advanced training. The bulk of the post-primary school places went to Tutsi aristocrats, who were to serve as the indirect rulers of the country. The

schools existed primarily to serve the interests of the missionaries and the colonizers, as opposed to serving the people. The enrollment at Astrida College, the institution that eventually emerged from the original mission school located near the king's palace, is illustrative of the preference given to the minority Tutsi during the colonial period, continued Walker-Keleher (2006, 37).

After World War II, the UN criticized Belgium's colonial schools for being too much under religious control and for not providing access to higher education to Africans. In response, Belgium initiated some reforms regarding teacher qualifications, teaching materials, and inspections, but still remained reluctant to provide sufficient access to higher education to a colonized people (Hoben 1989, 13). While schools privileged the Tutsis, they still mainly served the purposes of the colonizers and the missionaries. The schools of the colonial period were also characterized by unequal distribution in gender as they were attended by boys only. Only few girls were introduced since 1950 where the schools were designed to train primary schools teachers, midwives and nurses. Before this year, girls were taught literacy and numeracy like their counterparts males, but were given the courses of weaving, sewing, cooking, hygiene and other household habits (Republic of Rwanda 2016a, 15-16).

## **B. Post-Independence and pre-genocide against Tutsi Period**

After independence, the focus was on restructuring of the education system and development of a national curriculum. In our country, almost all schools were owned by catholic and Protestant Churches; Rwanda had hundreds of primary schools and around 40 secondary schools. The primary education was declared to be free and compulsory as the Constitution of 1962 was stipulating. A year later the first national university was established in 1963. Administrative structures were established and diverse laws supporting the general regulation of education were introduced. Over the next three decades a series of educational reforms were undertaken under the First Republic (1962-1973) and Second republic (1973-1994). According to official discourse, the goals of these reforms included universal education and equality of opportunity, in order to support rural and community-based development, instill national values of humanity and equal respect for intellectual and manual work, and better integrate the political elite with the population confirms Erny (as quoted in McLean Hilker 2010, 5). In 1978-79 reforms were undertaken in an attempt to address the growing problem of a large rural youth population

without access to educational or employment opportunities. The Government added two years of training in agriculture and vocational skills to the primary curriculum and developed a vocational education system called the Centres d'Enseignement Rural et Artisanal Intégrés (CERAI). It is in the same spirit that Bah Diallo (1997, 5) affirms in relation to various educational changes at the time of independence:

*“At independence, Africa inherited from its colonial past an education system poorly adapted to its needs and realities. The first order of business for many independent countries was to change this situation. Beginning in May 1961, with the Addis Ababa Conference organized by UNESCO, the countries of sub-Saharan Africa set about in a spirit of high enthusiasm the reform of their education systems as part of a plan to achieve socioeconomic development and cultural liberation. A far-reaching revision of programmes and methods of instruction was undertaken. The newly independent countries, with the support of the international community...”*

During the second Republic (1973-1994) the policy of quota was reinforced which was based on an article of public law and regulated the transition from primary to secondary school. Under this policy, students were officially admitted to secondary schools based on marks, averages and points achieved in examinations even though they were not published, continuous assessment or academic history of a child, regional, ethnic and gender quotas (Walker-Keleher 2006, 38-39; Obura 2003, 34; Mafeza 2013, 3).

Throughout the first Republic (1962-1973), the education system promoted regional and ethnic discrimination in its academic structure. The south dominated the political administration and monopolized the secondary educational system to the detriment of Rwandans from other regions. Government ministers ensured that academic offers were designated to students who originated from their southern region. By the 1970s, entry into all governments assisted schools and tertiary institutions were determined by ethnic and regional quotas (Mafeza, 2013, 3; Walker-Keleher 2006, 39). In all cases, girls and children with special educational needs were attending schools in small numbers due to Rwandan cultural beliefs. Note that the first special school was introduced in Rwanda in 1960. The issue of girls in Rwandan schools is confirmed by Briggs and Booth (2009, 28) in their findings that:

*“Historically, education and particularly that of girls had not been greatly developed in Rwanda before and even after independence. Missionaries did build schools, but they were mainly for the children of chiefs and those in power. The intake of girls was very low. Before 1994, the low enrollment rate for girls at primary school (and the still lower*

*rate at secondary school and college) was explained by the ignorance of the parents (a belief that girls should not study scientific subjects), by custom (that after primary school girls should stay in the family and work at home or on the land) and by enforced marriage”.*

However, a time came when Rwandans understood that education is essential for everybody regardless of regions, ethnic groups or tribes, gender, abilities or disabilities so as all citizens can fight against ignorance.

### **C. Post genocide against Tutsi of 1994 Period**

The 1994 Genocide against the Tutsi left all institutions destroyed and the education sector among others. An emergency policy focused on rebuilding the education system and the government mobilized resources to reopen primary schools with the assistance of development and non-government partners. It was an urgent matter to rebuild human capital and increasing enrolment rates. Education was prioritized by the newly formed government of national unity. Government leaders believed that formal education could help teach younger generations the values that were lost during the country’s recent history. Education was also prioritized because of its fundamental role in the socio-economic development of the country.

The Republic of Rwanda Education Sector Policy (2003b, 4) confirms that education, as well as other sectors of national life, must follow the principles set out in Vision 2020. In this way, it shall play its role in the socio –economic development of the country. Currently, the Government of National Unity has repeatedly reaffirmed the importance which it attaches to education. Since 2003, Rwanda education policy was revised and it shows the new era of development based on international vision about education in line with vision 2020. Education is one of the pillars which is essential for empowering people to build personal development and to reduce poverty. The structure of Rwandan Education System, as it appears in 2015 Education Statistical Year Book, Republic of Rwanda (2016c, 9) is as follows: Pre-primary Education is organized in nursery schools for a period of three years, official admission age in nursery is 3 and the official completion age is 6. Primary Education lasts six years and the official school age at this level is from 7 to 12 years old. Secondary Education lasts six years; the official age for this level is from 13 to 18 years old. It is composed of two levels: lower secondary (the first three years) and upper

secondary (the second three years). Technical and Vocational Education and Training (TVET) is taught in Technical Secondary Schools (TSS), Vocational Training Centers (VTCs) and Polytechnics (awarding Diploma and Advanced Diploma). High Learning Institutions (HLIs) is based on a credit accumulation and modular scheme (CAMS) system. The qualifications awarded at different High Learning Institutions are set out in the Rwandan Higher Education Qualifications Framework.

Among the achievements made there are; as it is found in JICA Basic Education Sector Analysis Report-Rwanda (2012, 7), the ESSP 2003 highlights, for instance, the directions for Access to Education by indicating that basic education shall be provided to all Rwandans, women and men, boys and girls by 2015. Six years of basic education have been increased to nine years and where appropriate be under same school administration. When the Nine Years Basic Education policy was introduced in 2006, the free and compulsory basic education was expanded from 6 years covering Primary 1 (P1) to Primary 6 (P6) (school age 7 to 12 years old) to encompassing 9 years covering Primary 1 (P1) to Senior 3 (S3) (school age 7 to 15 years old). In 2012, basic education was extended to 12 years. During the presidential election campaign in 2010, President Paul Kagame, who were reelected the President, made a pledge to ensure 12 Years Basic Education (12YBE) in Rwanda. The 12Years Basic Education has been launched in 2012.

It is obvious that Rwanda has made tremendous progress in education sector and has tried to overcome imbalances in enrollments where in the previous decades, early childhood, girls education, as well as education of children with special educational needs were held back (See the statistics in Table 1). Post-genocide education policy promoted national unity and reconciliation prioritized equal access among all Rwandans, boys and girls; and encouraged a culture of inclusion and mutual respect. The table 1 illustrates non discriminatory participation of all gender in schools at all levels of education, according to the Republic of Rwanda (2016a) in its 2015 Education Statistical Year Book.

### **1.1.2 Background of Inclusive & Special Needs Education**

The concept of Inclusive education and Special Needs Education has been a particularly problematic concept in developing countries, where resources; be it human or material are



limited. Many years back, children with disabilities or other special needs and those experiencing difficulties in learning have been marginalized and excluded from school systems. These children with special educational needs were thought to be uneducable, thus their needs were held behind. However, researches show that if adequate provisions are put in place these children are able to learn to the highest potential. They require specialized assistance namely material and human resources so that their needs can be catered for. Upon this point of view Tabatabaie and Tavassoli-Naini (2012, 230) argue that:

*“depending on the degree of the disability and on individual characteristics, these children may be educated in residential schools, separate classes, or regular classes with support services provided by special teachers. ... not all children who have a disability require special education; many are able to and should attend school without any program modification. A dynamic concept of exceptionality and special education encompasses all children who need a specially tailored education program to achieve in accordance with their potential special education has undergone significant changes over the last several decades”.*

It is very important for children with disabilities and other special educational needs to be educated alongside their non disabled peers. In this context, it will be helpful for them for their academic and social success through behavior modeling as well as educational processes which are carried out in groups, namely peer tutoring, collaborative learning, etc.

#### **A. International Commitments to Education of Children with Special Educational Needs**

The right to a more Inclusive Education is covered in several significant international declarations and international policies as conformed by UNESCO (2009, 9-15):

- UNESCO Constitution, 1945: In 1945 UNESCO was founded with a constitution expressing a belief of full and equal opportunities for education for all. Since that time, it has been working to make these opportunities a reality.
- United Nations Universal Declaration of Human Rights: In 1948 the Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations. Article 26 proclaimed that everyone has the right to education, free and compulsory at the elementary stages, with technical and professional education made generally available and higher education equally accessible to all on the basis of merit. Article 2 declared that everyone is entitled to all rights and freedoms set forth in the Declaration, without distinction of any kind.

- The Convention on the Rights of the Child (1989) and A World Fit For Children (2002): The Convention on the Rights of the Child (CRC) (1989) was the first treaty developed specifically to uphold the rights of children. Ratified by more states, it was followed by the United Nations General Assembly's Special Session on Children (2002). "A World Fit for Children", the outcome document, extended and expanded the rights covered in the Convention on the Rights of the Child, with increased concern for the specific rights of a wide range of minority groups, including children with disabilities.
- 1990 World Conference on Education for All, Jomtien (Thailand): The World Declaration on Education For All and the Framework for Action to Meet Basic Learning Needs had as its goal universal primary education, but with a major focus on providing educational opportunities; designed to meet basic learning needs in a more flexible manner, responding to the needs, culture and circumstances of learners. This resulted in the development of the influential strategy of inclusive education.
- 1993 The standard rules on the equalization of opportunities for persons with disabilities: Rule 6 on Education requires states to recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities.
- 1994 Salamanca Statement and Framework for Action on Special Needs Education: The focus on educating all children in the mainstream education system received strong support at the UNESCO World Conference on Special Needs Education: Access and Quality, held in Spain in 1994. The conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. The United Nations and its agency, UNESCO, have played a significant role in promoting inclusive education, as noted Mitchell (2015, 194). He argues that the most significant event took place in June 1994 when representatives of 92 governments and 25 international organizations met in Salamanca, Spain. The resulting agreement, known as the Salamanca Statement, demonstrated an international commitment to inclusive education, stating that:

*“Those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving an education for all; moreover, they provide an effective education for the*

*majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system” (UNESCO 1994, 7-8).*

- World Education Forum and the Dakar Framework for Action (2000): Governments were required to develop or strengthen national EFA plans of action, reflecting a commitment to the achievement of the goals and targets of the Framework for Action by 2015 at the latest. There was a requirement “to set out clear strategies to overcome the special problems facing those who were excluded from educational opportunities, with a clear commitment to girls’ education and gender equity; stimulating government action towards the achievement of the right to education for children with disabilities.

There is an imperative today to foster sustainable development. A vision laid out in the new sustainable development agenda that aims to end poverty, promote prosperity and people’s well-being while protecting the environment by 2030 (UNDP, 2016), also resonated by the Government Rwandan EDPRS II as well as its Education Sector Strategic Plan (ESSP) 2014-2019 (Government of Rwanda, 2013) .

The global education agenda (Education 2030) is part of the 17 UN Sustainable Development Goals (SDGs) that make up the Agenda 2030 for sustainable development. The Global Goals and targets aim to stimulate action over the next fifteen years in the Five Ps of critical importance: People, Planet, Prosperity, Peace and Partnership, and the success of these goals is driven by the education goal. The SDGs reflect the important role of education by encapsulating targets in a separate goal (Goal 4), which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, 2016).

Rwanda has ratified or approved many key international and regional instruments on human rights and their additional protocols, in particular the Universal Declaration of Human Rights (UN, 1948), the Convention on Rights of the Child (UN, 1989), and the United Nations Convention on Persons with Disabilities (UN, 2006). Rwanda recognised the Standard Rules on the Equalisation of Opportunities for Persons with Disabilities adopted by the UN Special Assembly on 20 December 1993. According to National laws and policies, the government of Rwanda has put legal and institutional frameworks in place that address the issues of persons with disabilities. These include the 2003 Constitution, the Law protecting the rights of disabled

persons and the Ministerial Order providing for the regulation of the Federation, Associations and Centres responsible for the welfare of Persons with Disabilities (Habinshuti Lecture notes on the module SNE 601: Background and developments in SNE, March, 2016).

## **B. Education of Children with Special Educational Needs in Rwanda**

In our country like in many others in the world, children with disability have been historically excluded from Education mainstream. People with disabilities face discrimination and community exclusion and most of parents whose children are disabled in one way or another prefer to enclose them at home; they even hide them filling embarrassed to have such kids. Philippa (2005, 25) affirms that most disabled people have been denied access to education, and that illiteracy among disabled Rwandans is higher than in the general population. According to Rwanda's SNE Policy (2007, 4-5), disabled children are excluded from schools due to long travel distances, discriminatory attitudes among students and staff, communication barriers for those who are deaf and blind, lack of support for teachers, and inaccessible school infrastructures.

The education of children with disabilities was run under charity services of missionaries, among them HVP (Home de la Vierge des Pauvres) Gatagara was the first centre to introduce this education in 1960. It only received the first government support in 2010 in form of support to the teachers' salaries and educational resources (Karangwa 2013, 48). In 1997, the government of Rwanda first demonstrated its interest in the education of children with disabilities and other special educational needs, by setting up a desk of special education in the Ministry of Education. Since then, it has continued to demonstrate its commitment to the education of children with disabilities by adopting many policies and laws related to special needs education and including it in its general strategic plans. There are also laws and ministerial orders intended to enhance the lives of people with disabilities in general, including their education (Republic of Rwanda 2016c, 21).

Moreover, inclusive education in Rwanda has been developed with the support of Adventist Development and Relief Agency, Handicap International and Voluntary Services Overseas. The following table shows the number of children with various disabilities namely hearing impairment, visual impairment, speaking, physical, intellectual and multiple disabilities in pre-

Primary, primary and secondary schools in 2014, as it is provided by Republic of Rwanda (2016b, 22) in a study on children with disabilities and their right to education.

There are 10 special schools in the country, nine of which are government aided, but there is a tendency to confuse special centres and special schools. Data provided by UNICEF (2014) as found in Republic of Rwanda (2016b, 22) confirm that there are at least 50 centres which are not schools. All of them are owned and were founded by religious organizations or parents' associations. Most of these centres specialize in one type of disability, although others include children with different types of disabilities. Some centres provide services other than education, such as rehabilitation services. The government also provides teacher training for pupils with special educational needs.

**Table 1 - 1: Children with disabilities in Rwanda basic and lower secondary schools, 2014**

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Pre-primary</b>	758	629	1387
<b>Primary</b>	10964	8812	19776
<b>Lower secondary</b>	1897	1802	3699
<b>Total</b>	13619	11243	24862

Today, over 53 special centers/schools for education and rehabilitation of children with disabilities are known to have developed around the country in the last five years only, especially through private initiatives; over 105 Nine Year Basic Education (9YBE) schools have developed Child-Friendly and Inclusive Education (IE) approaches in order to accommodate learners with SEN of their respective neighborhoods since 2007; and an average of 10 to 15 students with severe sensory (Visual & Hearing) disabilities, and at least 1 -2 wheel chair users graduate in Rwandan Universities each academic year since 2011, though government-fostered affirmative action. (Karangwa 2013, 48).

### **C. Inclusive education in G.S. Rosa Mystica**

Inclusive Education in G.S. Rosa Mystica originates from CEFAPEK activities which include Social, Development and Organizational Aspect. CEFAPEK is a local NGO led by the Congregation of Bernadines. Among its activities under the social aspect, the project performs habilitation and rehabilitation through physiotherapy and reflexology. CEFAPEK provides different trainings to the volunteer mothers who offer services in the local community where they work as mobile service providers in various villages day centres three times per week. These voluntary work in 8 centres which are in partnership with schools and 2 centres which are

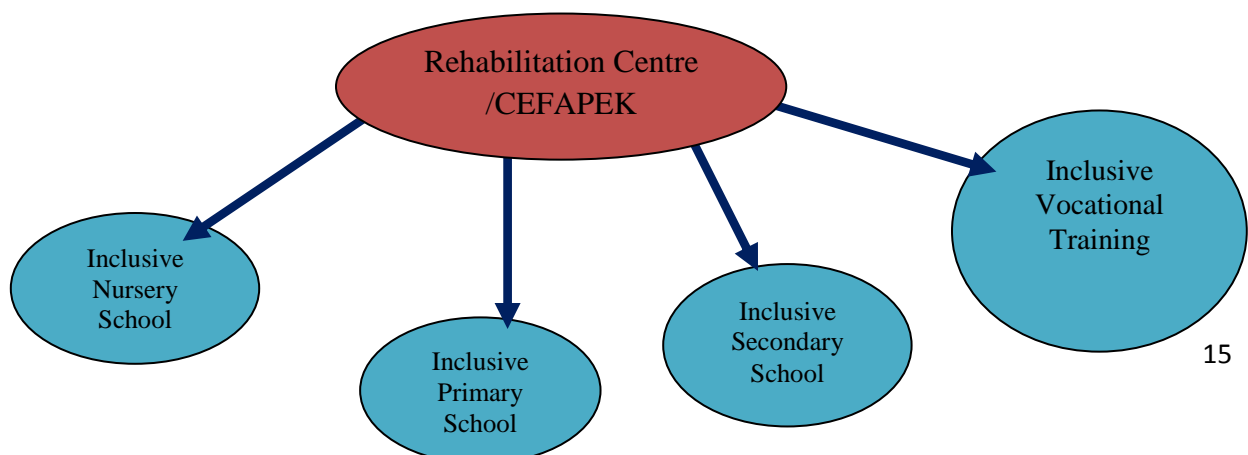
connected to Health Centres. The school and health centre provides rooms where physiotherapy and reflexology are performed rehabilitation materials are kept.

CEFAPEK helps local populations in forming synergies for their daily activities contributing to their social development. Among the achievements they have constructed their own market where they display their agricultural and animal products, and they got to construct their own piggery. The Organizational aspect of CEFAPEK looks after different synergies to grow into cooperatives and equips them with managerial skills to conduct leadership, monitoring and evaluation of their activities.

The Inclusive school came out as a result of habilitation and rehabilitation services in the sense that after children got early stimulation, the Bernardines Sisters thought about schooling them as their senses were awakened through rehabilitation and reflexology. Therefore, the nursery school was put in place in 2012, and other children without SEN joined the school. After nursery school, children were promoted in primary and the first cohort is in Primary five (P5). Before Inclusive ideas came out, CEFAPEK thought about children who were finishing primary school in the village and were not able to be oriented in boarding schools because of poor performances and poverty of their families. It is in the same way that in 2008, Vocational Education for marginalized young people was introduced; and in 2010 Handicap International reinforced inclusive practices.

The school offers training to PTC (Parents-Teachers Committee) in the Sector aiming at having common understanding on Education of their children. The meeting of PTC prepares for the meeting of PTA (Parents-Teachers Assembly) which resembles once per three months. The diagram below shows activities of CEFAPEK in the field of Education.

**Figure 1 - 1: Inclusive School sections in G.S. Rosa Mystica**



**Source: Researcher's Primary Data (May, 2017).**

## **1.2 Statement of the research problem**

Inclusive Education is problematic in several countries including Rwanda and has been held back by a number of factors including negative attitudes towards people with disabilities. School administrators and teachers have not sufficient skills so that they can manage inclusive schools and it requires several and regular training to be equipped with necessary knowledge and get sensitized on how to introduce inclusive practices. Furthermore, students with SEN and disabilities need to learn together with their peers within their own communities so that they can learn from one another, copy their behaviors understand each other and accept each other's differences. To ensure Quality Education and Education for all children, students with SEN and disabilities should have trained teachers in this matter; and resources should be available in the school settings.

*“The knowledge teachers need to reach all students in today's schools has increased considerably. Teachers not only need deep and flexible knowledge of the content areas they teach, they also need to know how children learn at different stages so they can build a productive curriculum that will build on students' prior knowledge and experiences; how to adapt instruction for the needs of new English language learners and students with special needs; how to assess learning continuously so they can diagnose students' needs and respond with effective teaching strategies; and how to work collectively with parents and colleagues to build strong school programs” (CDE 2012, 6).*

Establishing and maintaining a quality educational system requires not only well trained and motivated teachers and administrators, but also allocation of money to keep the system up-to-date and relevant with rapidly changing societies and economies. This is highly demanding for inclusive education which requires a number of additional material and human resources. Inclusive Education should be a concern of all schools otherwise the right to education for children with special needs and disabilities would be denied.

## **1.3 Objectives**

The major purpose of this study was to examine the opportunities given to students with special educational needs in the implementation of inclusive education. The investigation attempted to achieve the following objectives:

1. Find out students with special educational needs who are enrolled in G.S. Rosa Mystica;
2. Explore resources and support services which are at the disposal of students with special educational needs;
3. Identify teaching/learning barriers encountered by those students and their teachers.

#### **1.4 Research Questions**

The research was guided by the following major question: What opportunities are given to students with special educational needs in the implementation of inclusive education in G.S. Rosa Mystica?

This study attempted to answer the following questions:

1. Does the school have the appropriate and sufficient resources and support services for Inclusive Education?
2. Do teachers and other school staff have sufficient knowledge to cater for individual needs for students with special educational needs and disabilities?
3. What barriers to learning and development do students with special educational needs and their teachers face?

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

The research would be useful in a sense that findings might inspire policymakers, practitioners, educationists, development partners, civil society, local community, districts and sectors' managers in order to raise awareness on Inclusive Education. It would be done by putting up plans to sensitize teachers, school administrators and communities on the need for inclusion of learners with special needs. The sensitization would help in attitude changes so that as many inclusive schools as possible can be started and enroll all children with SEN and other disabilities in their communities. This study might be served for other schools to think about inclusive practices and create enabling environment capable of accommodating all learners with different abilities and disabilities. The findings could also be used as a guide to reforming and restructuring special education delivery programmes.



The curriculum developers could also use the findings to design a curriculum that would focus and cater for the diverse needs of all learners in an inclusive setting, to support and advise schools and teachers on matters relating to the provision of inclusive education, through the provision of necessary teaching and learning resources; to promote excellence in the management of teaching and learning, in the use of support services by schools, and in the procedures for consultation and co-operation within and between schools. The findings of this study will provide an insight to policymakers, practitioners, educationists, development partners, the civil society, the local community, the districts and sectors' authorities in order to raise awareness on inclusive education and put into effect their input for its implementation in Rwanda.

## **1.6 Scope and limitation**

### **1.6.1 Scope**

The study was carried out in G. S. Rosa Mystica located in Gacurabwenge Sector, Kamonyi district. It was limited to head teacher, teacher of all levels including nursery, primary and secondary levels as well as parents of children with Special Educational needs.

### **1.6.2 Limitations of the study**

The researcher encountered a number of limitations among of them there was time. The researcher being a permanent employee at UR-CE, it was a requirement to be present at work. The researcher overcame this problem by using evening and weekend times, and when it was necessary she requested for annual leaves. Finance constraints also delayed data collection as well as the finalization of the entire research work, since sometimes costs were found to be high especially to get internet connection. However, the researcher gathered sufficient information on the ground of the study.

## **1.7 Definition of key terms**

### **Cerebral palsy**

Cerebral palsy is primarily a disorder of movement and posture. It is defined as an umbrella term covering a group of non progressive, but often changing, motor impairment syndromes secondary to lesions or anomalies of the brain arising in the early stages of its development. The condition is characterized by mental retardation, visual impairments and disorders of ocular motility, hearing impairment, epilepsy, speech and language disorders, or motor problems with feeding difficulties, swallowing dysfunction and drooling.

### **Children with Special Educational Needs**

Every child is unique in many characteristics of development including personality, the ability to communicate, interests and motivations in many aspects of life. Special Educational Needs refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Children with special educational needs are those who experienced delays in achieving certain milestones in comparison to their peers of the same age. They differ in mental characteristics, sensory abilities, emotional and behavioral development, communication abilities or physical characteristics, which results in the child learning differently from others.

### **Habilitation/Rehabilitation**

Habilitation refers to a process aimed at helping disabled people attain, keep or improve skills and functioning for daily living. Rehabilitation refers to regaining skills, abilities, or knowledge that may have been lost or compromised as a result of acquiring a disability or due to a change in one's disability or circumstances. Many people are familiar with rehabilitation services and devices, which can include a wide range of services, therapies, devices and supports, including physical therapy, occupational therapy, speech-language pathology and audiology services, and other therapies that improve function and support independent living within the community, as well as durable medical equipment, prosthetic limbs, orthopedic braces, and augmentative communication devices. An important difference between rehabilitation and habilitation services

and devices is the fact that habilitation services are provided in order for a person to attain, maintain or prevent deterioration of a skill or function never learned or acquired due to a disabling condition. Rehabilitation services and devices, on the other hand, are provided to help a person regain, maintain or prevent deterioration of a skill that has been acquired but then lost or impaired due to illness, injury, or disabling condition.

### **Inclusive Education**

Inclusive education is the education of all children regardless of their abilities and disabilities within the same general school environment, where all students are equal participants in teaching/learning process. It is the provision of education in a less restrictive environment where all children feel welcomed in which education practices are able to satisfy needs and interests of all learners with varying abilities and disabilities. It means to identify a child's learning style and adapt the classroom and teaching strategies to ensure all children can learn to the maximum potential.

### **Reflexology**

Reflexology is a therapeutic method of relieving pain by stimulating predefined pressure points on the feet and hands. This controlled pressure alleviates the source of the discomfort. In the absence of any particular malady or abnormality, reflexology may be as effective for promoting good health and for preventing illness as it may be for relieving symptoms of stress, injury, and illness.

Reflexology consists of applying pressure to different areas of the feet, hands and ears to relieve pain and stress in the body. Although methods overlap with massage, reflexology focuses on stimulating precise nerve endings that correlate with internal organs, glands and muscles. The known history of reflexology dates as far back as ancient Egypt, around 2,500 B.C, from which hieroglyphic scenes depicting such treatment have been discovered. Much later, in late 14th century Europe, a similar form of reflexology called Zone Therapy was also developed and practiced.

## **Special Educational Needs/Special Needs Education**

Children have a special need or special educational need if they have a significantly greater difficulty in learning than the majority of children of their age or if they have a disability which prevents them from making use of facilities (in school) generally provided for children of their age. Children with special Needs, describe those who differ from the average or normal children in mental characteristics, sensory abilities, emotional and behavioral development, communication abilities or physical characteristics. On the other hand, Special Needs Education is education which provides appropriate modification in curricula, teaching methods, educational resources, medium of communication or the learning environment in order to meet the special educational needs.

Special needs education concerns the adaptation of education systems which involves looking critically to all factors that may hinder the education of children with special educational needs and remove all barriers to adjust the education to individual needs.

### **1.8 Conclusion**

The first chapter provided the contextual background of the study, presented the statement of the problem, and highlighted the research objectives and questions, explained its importance, determined the scope and defined operational key terms to be used throughout the whole research. This opens a room for the further literature review, conceptual and theoretical framework.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

The focus of this chapter is on the analysis related to literature, theoretical and empirical review, that are relevant to the subject of the study. The understanding of concepts used in this study has been achieved through related documented information (books, journals, and internet sources). The literature focuses on assessment of opportunities for Rwandan Children with Special Educational Needs in line with effective schooling for all. It focuses on examining ways of adapting teaching and learning opportunities to meet individual differences among learners, catering for those with disabilities and other special educational needs in order to achieve full inclusion.

### **2.1 Theoretical review**

#### **2.1.1 Identification and assessment of students with special needs**

Every child is unique and children have their own strengths and weaknesses. Their development progresses according to certain sequences and the pace may vary. It is natural that some children may excel in certain areas but have deficiencies in other areas. However, if children display marked problems or difficulties in one (or more) developmental area(s), and their performance shows significant discrepancies compared with other children of the same age, it is advisable to refer the children for professional assessment. Children progress rapidly in their early years and lots of changes are expected in a year or even a month's time. Because of this, even experts may find it difficult to make a firm diagnosis based on a young child's conditions. On the other hand, it is precisely the plasticity of children's development that makes early identification and intervention important. With early identification of children's developmental and learning problems and prompt referral for assessment, it helps us understand and support the children's conditions and needs in development and learning. Developmental and learning problems of children may be associated with a combination of factors. The child's own developmental conditions or other environmental factors, such as the family, school or society, may play a part. Therefore, when children exhibit a particular learning, emotional or behavioral problem, apart from being aware of the severity, duration and frequency of this problem, teachers should also

gather information from different sources to understand every possible factor that may attribute to the children's behavior (Education Bureau of Hong Kong 2017, 26-27).

According to UNESCO (2003, 7), parents and students are key contributors to the assessment process. Parents can provide information on how a student behaves outside the school, describe the student's early childhood development and give teachers feedback on the effectiveness of their work with the student. If a student's difficulties are more complex, the teacher needs to work with professionals who have specialist skills. Early assessment of a child's difficulties is an important part of the assessment process. Early assessment and intervention minimizes the impact of any difficulties, reduces the need for costly programmes of rehabilitation and remediation and makes it more likely that the student's needs can be met in a mainstream environment. In an effective education system, all students are continuously assessed on their educational progress in relation to the curriculum and in inclusive schools; teachers have to respond to a wide diversity of students, using a range of techniques. Assessment should focus on the characteristics and attainments of the students, as well as on how each student can learn within the curriculum.

One of key activities in inclusive school setting is to identify children with disabilities and special educational needs so that their needs and interests can be catered for. This helps in creating enabling environment capable of accommodating different needs and abilities and disabilities. Once those children are identified, different services are provided, and those qualifying for individual educational plans are known.

The individual educational plan (IEP) is a legal document that includes the student's present levels of educational performance, a list of measurable goals and objectives; and related services, such as curriculum modifications and supplementary aids. Also included is an explanation of how often the student will participate in the general education population, when the services and modifications will begin, and the location of those services.

According to Ministry of Education (2000, 3-4). an IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning

expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations. The IEPs of students who have no modified or alternative expectations will focus only on accommodations and services. The IEP is not a daily lesson plan itemizing every detail of the student's education. The IEP also helps teachers monitor the student's progress and provides a framework for communicating information about the student's progress to parents and to the student. The IEP is updated periodically to record any changes in the student's special education program and services that are found to be necessary as a result of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations. The IEP reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student. The principal is responsible for ensuring compliance with all of the requirements described in this document for the development and implementation of students' IEPs.

The IEP is an important document capable of tailoring individual programmes with specific goals in relation to each and every one child in need. IEP includes a statement of the child's present level of performance (PLOP) this is how the child is doing in school now. It includes the child's annual educational goals, special education supports and services that the school will provide to help the child reach goals. Furthermore, it shows modifications and accommodations the school will provide to help the r child make progress, accommodations the child will be allowed when taking standardized tests and how and when the school will measure your child's progress toward annual goals. It shows also a transition planning that prepares teens for life after high school

Parents, teachers, a counselor, a doctor or anyone else who suspects a child is struggling can request an evaluation. The school psychologist and other professionals may give the child various tests or they also may observe him/her in the classroom. The IEP team which includes parents and school officials decides whether or not a child needs special education services in

order to learn the general education curriculum. The school and parents review the evaluation and determine whether the results show that a child needs services and supports. If the IEP team agrees that a child needs services, then the next step is to create an IEP.

### **2.1.2 Teaching/Learning Resources in inclusive schools setting**

For successful learning the provision of sufficient resources is a key factor. Children learn through their senses and adults are required to provide a range of challenging and interesting experiences for them. The environment should offer children opportunities to actively explore, to work independently and with others, to make decisions and follow through with their ideas, to solve problems, to engage in real activities and to experience co-operative, symbolic, dramatic or pretend play. One of the important components of the curriculum is the use of teaching/learning resources as well as the environmental adaptations.

#### **A. Curriculum**

Students learn at varying paces especially those with special educational needs. They require flexibility in curriculum which involve content, methods of teaching and environment modification as well as varied teaching and learning resources.

The curriculum has to be structured and to be capable of being taught in such a way that all students can access it. The curriculum has to be underpinned by a model of learning which is itself inclusive. It needs to accommodate a range of learning styles and to emphasize skills and knowledge which are relevant to students; and it should have sufficient flexibility for responding to the needs of particular students, communities and religious, linguistic, ethnic groups. Therefore it cannot be rigidly prescribed at national or central level, since it needs to have basic levels which students with varying levels of entry skills can access. Progress needs to be managed and assessed so that all students experience success. However, more inclusive curricula make greater demands on teachers and they will need support in implementing them effectively (UNESCO 2001, 95).



The Department of Education and science (2007, 72-73) highlights ways instruction may be differentiated in order to allow curriculum accessibility for students with different abilities and disabilities:

*“Differentiated instruction is a means by which teachers can establish in their classrooms an inclusive and supported learning environment for all students. The term differentiation refers to the ways that teachers take into account the differences among their students in relation to ability, aptitude, interests and experience. Differentiated instruction refers to the wide range of strategies, techniques, and approaches that are used to support student learning and help every student to achieve and to realize his or her potential. Differentiation is a way to promote greater access to the curriculum for all students, including students with special educational needs. Differentiated instruction acknowledges that students learn at different rates and in different ways. Instruction can be differentiated, for example, in relation to the level of difficulty of the subject matter, the style of presentation of a lesson, the pace of the lesson, the lesson structure, the style of questioning, the sequence of learning activities to be undertaken by the student, the degree of access to additional resources for an individual student, and the degree of access to additional teaching support for an individual student. Integral to understanding and applying differentiated instruction is the acceptance that every teacher can access and use a broad repertoire of strategies, techniques, and approaches and can know when and with whom these should be used”.*

According to Okumbe and Tsheko (2007, 4) curriculum modification involves change to a range of educational components in a curriculum, such as content knowledge, the method of instruction, and student's learning outcomes, through the alteration of materials and programs. Curriculum modification is not limited to instructional or content modification but includes a continuum of a wide range of modified educational components. Content modification includes the modifications of learning strategies, simplifying concepts or reading levels, teaching different sets of knowledge and skills needed by students, and setting up specific objectives. Modifications to instructional methods include reducing distractions, altering the pace of lessons, presenting smaller amounts of work, clarifying directions, and changing input and response modes.

Accommodation and adaptations are used to describe the modifications of the curriculum. King-Sears as it is found in Okumbe and Tsheko (2007, 4-5) mentions the difference between the two terms. Accommodation refers to the delivery of instructional materials or the methods of learner's performance which does not change the content or conceptual difficulty of the curriculum. Teachers as well as the learners play a major role in the changes of instructional

strategies in order to achieve the same intended instructional outcomes suggested in the overall or general curriculum. These can include incorporating different types of teaching and learning methods and techniques, such as audio-visual materials, projectors, and pictorial representation among others and modifying the amount of input, changing or modifying the time frame for learning and teaching, and the amount time devoted to the support for individual learners needs.

Adaptation is a modification to the delivery of instructional methods and intended goals of student performance, that does not change the content but does slightly change the conceptual difficulty of the curriculum. An adaptation of curriculum is a concept that usually requires more teacher effort and time rather than simply changing instructional methods and strategies or access as in an accommodation. It is a goal-driven process whereby teachers usually first need to state specifically the intended goals for individual learners, like providing individual learner activities, individual homework and assessments or evaluations; and further using adapted or different instructional materials and strategies; and activities for individual learners needs.

The curriculum in inclusive school setting must be flexible to allow modifications related to children's needs as they learn at varying levels. Depending on children's abilities, some learners study advanced subjects, others are still progressing for the other topics; whereas others learn subjects for daily use such as hygiene, clothing, ...

### **B. Teaching/learning, resources and environment adaptations**

The most effective learning comes from simple but resourceful materials which are accessible to children. The learning environment should extend children's imagination and be adaptable to suit their learning needs and level of understanding.

According to Department of Education (2017, 6-7), teachers in inclusive schools understand their students learning needs and are able to adapt knowledge and apply it in different ways, so that each student is engaged in meaningful learning experiences. Inclusive schools have processes for engaging parents, carers and students into discussions about students' learning needs, goals and targets and for converting these discussions into manageable and challenging teaching and learning plans for each student that guide student learning efforts. Short-term and long-term

learning goals and targets within the learning plans are success oriented and aspirational. Classroom activities and strategies and home activities that will be used to help the student achieve a particular short-term goal and the way the progress towards or achievement of the goal will be measured are also recorded in students learning plans.

A precondition for student learning is the establishment of an environment where students feel welcome, valued and cared for. A key element of effectiveness and inclusiveness is the capacity to create supportive learning environments. This is achieved when students are willing to step outside their comfort zone to explore and express new ideas, to work within various groupings, to assume leadership or support roles and greater personal responsibility for managing their learning. Teachers and administrators in inclusive schools understand the importance that the built environment can play in promoting or hindering student learning opportunities. Inclusive schools review the impact that the physical environment has on teaching and learning practices and understand that there may be need to modify the physical spaces to better accommodate the different combinations of staff and students that are required to meet students' needs.

*“Arrangements for the inclusion of students with special educational needs must take account of the likely effect on the physical infrastructure of the school and the level of any changes to the building fabric that are required to facilitate the education and inclusion of these students. The integration and flexibility of new facilities are important considerations for the school management and for designers in providing for appropriate education for these students. For completely new school buildings an inclusive approach by the design team should result in barrier-free design. Adapting or extending existing buildings can present different challenges for designers to resolve. The provision of appropriate facilities for students with special educational needs will typically require the resolution of such issues as accessibility, way-finding, horizontal and vertical circulation, environmental comfort and safety, sanitary facilities, the suitability and selection of finishes including color appropriateness, tactile surfaces, and safe internal and external recreation areas. In all cases statutory obligations with regard to planning and development, building regulations and health and safety regulations must be observed”.* Added the Department of Education and Science (2007, 49).

Bosibori Okongo, Ngao, Rop, and Wesonga Nyongesa (2015, 134-135) retrieving the ideas of DFID, Padmanabhan, and Coombs argue that adequacy of teaching and learning resources refers to satisfactory or acceptable quality and quantities of material resources, physical facilities and human resources. Adequacy of instructional materials such as textbooks which is the main instruction material is the most cost effective input affecting student performance. In this context

adequate supply is usually assumed to be a minimum of one textbook per three students, and enough reading books at primary level so that every child has the opportunity to read at least one new book every week.

For effective teaching and learning, textbook and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner. Therefore Scarcity of textbooks, libraries and physical facilities will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials (TLM), physical facilities and human resources are needed.

### **2.1.3 Human resources for successful inclusion**

#### **A. Teachers and school administrators training**

In many countries, considerable effort is put into the training of teachers and other professionals in the early stages of the move towards inclusive education. At this point, the need to re-skill teachers is obvious. However, if inclusive approaches are to be sustained over time, it is important that training efforts are also sustained.

There are a number of ways in which this has been achieved: Teachers and schools can be required to have development plans which specify their training needs. These plans can be monitored to ensure that they are appropriately inclusive in their orientation. National and local governments can structure the pay and conditions of teachers in such a way that there are incentives for teachers to undertake further training once they have gained some experience in schools. Moreover, Governments can use their school inspection systems both to ensure that schools have appropriate training plans and to act as network managers, identifying training needs and linking schools and teachers to training providers. All of this implies that ministries of education and local authorities themselves need to develop long-term training plans. These will need to be supported by creating a network of providers at local and national level who can be persuaded to support the plan and/or brought into line with the plan through the control of their funding (UNESCO 2001, 52-53).

## **B. Support Services**

Students with special educational needs would benefit from further educational support in schools. This would improve literacy and numeracy skills, develop concentration skills, self-regulation skills in behavior management, improve communication and language skills and increase independent living skills. These skills should be taught by fully qualified teachers and other professionals trained and equipped to identify and meet student needs. Accordingly, the system's teaching and care supports need to be rebalanced to ensure that students with special educational needs have as much access as possible to qualified teachers within available resources.

An effective support system is essential if schools are to give every learner the opportunity to become a successful student. Support includes everything that enables learners to learn. The most important forms of support are available to every school: children supporting children, teachers supporting teachers, parents becoming partners in the education of their children and communities supporting their local schools. There are also more formal types of support; for example, from teachers with specialist knowledge, resource centres and professionals from other sectors. A coordinated approach to the provision of formal support is critical, with services and agencies working together. This may require changing local management structures to facilitate a 'joined-up' approach to delivering support to schools (UNESCO 2003, 7).

In its Open file, UNESCO (2001, 72-73) emphasizes that the first task in building effective support is to mobilize those resources which already exist in and around schools. In many cases, this will be all that is necessary for meeting the needs of a wide range of students. In particular, it is not possible to decide what additional support is needed unless the resources already available in schools are used to their best effect.

Developing inclusive schools that cater to a wide range of pupils requires the articulation of a clear and forceful policy on inclusion together with adequate financial provision; an effective public information effort to combat prejudice and create informed and positive attitudes; an extensive programme of orientation and staff training; and the provision of necessary support

services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos, and extracurricular activities (UNESCO cited by NCERT (2006, 14).

In our schools there are some support services which are available (school based support teams, resource teacher support, school parent support, community parents support programs, assistant teacher support and school based substance abuse prevention programs/clubs). However there are other forms of support which are beyond the school but can also be established in schools and be helpful when they are well managed. These include school counselor support, speech and language pathologist and other specialists' support, expanded school based team support, child and youth care worker support, learning services support team, positive behavior interventions and supports, school based health clinics, referral to community based services and crisis intervention support team.

### **C. Parents and the community at large**

It is of great importance that parents of students with special educational needs can participate in their education as well as in their schooling. The family is the first source of education for a child, and most learning occurs at home. Parents are frequently active in creating educational opportunities for their children, and they need to be brought on board to facilitate the process of inclusion.

*“The involvement of families and local communities is essential in achieving a quality education for all. Families and community groups can take an active role in promoting inclusive education, advancing changes in policy and legislation. Successful partnerships with families can be developed if both the professionals and families understand and respect each other’s roles in those partnerships. Although it can take time to develop, trust between the partners is vital. The importance of family involvement in education can be reinforced by embedding it in the way schools are run and by appropriate legislation. Partnership with the wider community is a significant opportunity for schools and mutually beneficial; both have resources to share” (UNESCO 2003, 9).*

Recent research shows that empowering families and enabling them to participate in decision making is an effective contribution to the process of change in the context of education. Instead of involving families, or proposing specific tasks or set roles for parents, the idea of engagement

seeks the active participation of parents within the process of improving education for all. Collaboration must be both constructive and efficient and this is more likely to happen when all parties feel comfortable in the process, the different roles are agreed and understood, and information is provided regularly in an open and democratic way (UNICEF 2014, 13).

Many educators and health service professionals believe that the participation of parents and families is a very important factor in the success of children with special educational needs. Parents may be actively involved in many important discussions and decisions to support children throughout school life. These include gathering information to help make decisions about which schools to attend, participating in the assessment process and the individual educational planning process as well as helping their children to make transitions from one setting to another.

#### **2.1.4 Barriers to learning and development for students with special educational needs**

Each country has different legal and policy frameworks, but it is clear that many of the barriers that currently prevent or limit the inclusion of disabled learners, are similar. The European Commission (2017, 6) through an Inclusive Education Guide for Professionals identified some of the barriers mentioned by researches including:

- “Disablism” which creates systemic attitudinal, environmental and financial barriers to the inclusion of disabled learners in mainstream education.
- The negative impact of public policies that do not actively promote inclusion.
- Inclusive education good practice not shared at a national policy level, there is a disconnect between practice and policy.
- Lack of qualitative or quantitative statistics/data to support the wider benefits of inclusive education.
- Teacher training has a medical approach, not a social model of disability approach.
- Teachers' fear of change in terms of the methods they use to teach children. The later are expected to conform to traditional methods of teaching.

- Traditional competition between children in school disadvantages many disabled children and young people.
- Inflexible assessment and testing of learning and ability.
- The professionals' view that some disabled learners are not ready for mainstream school.
- The imbalance in funding between special and mainstream schools in terms of equipment and support for learning for disabled children and young people. In fact, specials schools consistently receive more funding.

The major factor that hinders inclusion of persons with disabilities and other special educational needs is attitudes. The National Disability Authority, N.D.A. (2017, 27), demonstrated that major reason proposed for negative social attitudes, resulting in the denial of basic values and rights, is the way disability is portrayed and interpreted in society. Particular social constructions of disability portray people with disabilities as other and not as an integral part of the normal world. Negative attitudes and behaviors develop from this worldview. They continue arguing that in the last two decades disability rights activists and academics have highlighted cultural and environmental factors that marginalize people with disabilities, denying them basic values and the accompanying basic rights. This social model of disability places a person's impairment in the context of social and environmental factors, which create disabling barriers to participation.

Barriers to education can take a variety of forms. They can be physical, technological, systemic, financial, or attitudinal. They can arise from an education provider's failure to make available a needed accommodation, or to provide one in a timely manner. In order for persons with disabilities to receive equal treatment in education, they must have equal access to educational opportunities. The duty to accommodate includes identifying and removing barriers that impede the ability of persons with disabilities to access educational services. The duty of education providers is to structure their programs and policies so as to be inclusive and accessible for persons with disabilities, and to take an active role in the accommodation process.



## **2.2 Empirical Review**

### **2.2.1 Rationale for inclusion**

There have traditionally been three approaches to the education of children with disabilities as UNICEF (2012, 10) points out: segregation in which children are classified according to their impairment and allocated a school designed to respond to the particular educational needs; integration, where children with disabilities are placed in the mainstream system, often in special classes, as long as they can adjust to its demands and fit within its environment; and inclusion where there is recognition of a need to transform the cultures, policies and practices in school to accommodate the differing needs of individual students, and a responsibility to remove the barriers that impede the opportunity to learn and develop. Inclusive education is seen as having benefits for all learners, both those who experience barriers to learning and those who do not. Teachers and other professionals have also been found to benefit, as do parents and the wider community. Learners who do not experience barriers to learning and who learn in inclusive classrooms may benefit from the development of skills and personal attributes. Noteworthy are the appreciation of diversity and increased tolerance for those who are different, the formation of social relationships with those with disabilities and the development of qualities such as compassion and improved self perception.

Lockhart Walton (2006, 23) argues that learners may develop self-esteem by being involved in a peer-tutoring programme and having the opportunity to teach others the skills and activities they have mastered. Learners who experience barriers to learning benefit from being taught in an inclusive classroom rather than in segregated special classrooms. These benefits can be attributed to having peer role models, experiencing opportunities for developing life skills throughout the school day, taking part in a diverse world, having expectations raised; and exposure to a broad curriculum.

In terms of academic performance, Baker, Wang and Walberg (1994, 13) found that students with special needs who are educated in regular classrooms do better academically than comparable students in non-inclusive settings. In fact, students with disabilities who were placed in mixed ability classrooms showed greater academic improvement, greater class participation

and fewer discipline problems than those in homogeneous ability groups. Specifically, gains have been shown in the acquisition of skills and meeting learning objectives. This is confirmed by Hines, (2001, 3):

*“Academic benefits for general education students include having additional special education staff in the classroom, providing small-group, individualized instruction, and assisting in the development of academic adaptations for all students who need them”.*

Gains in social skills of learners who experience barriers to learning in inclusive settings are noted by numerous authors. In particular, these learners have the opportunities to become involved in meaningful social relationships with their non-disabled peers. Appropriate behavior and language can be developed in inclusive settings and independence is encouraged. Significantly, self-esteem is enhanced when these learners are taught in inclusive classrooms. There is also evidence that learners who experience barriers to learning and who are educated in the mainstream rather than in self-contained settings find more employment opportunities after school. Thus, in contrast to the views of traditionalists, other authors have shown that learners are not disadvantaged, but actually benefit from being taught in inclusive classrooms (Lockhart Walton 2006, 23).

There are several benefits for the general and students with special needs when the general and special education teachers work together to provide a full inclusion program. The student with special needs is able to develop relationships with peers that are nondisabled. This allows for the student with special needs to have role models for correct behavior. The general education student also benefits from understanding people with disabilities. General education students in a full inclusion setting learn to understand that students with special needs are a part of the community and can contribute their unique gifts and talents (McCarty 2006, 7).

In the same perspective, Department of Education and Science of Ireland (2007, 39) confirms that for students with special educational needs, placement in mainstream education provides increased opportunities to improve communication skills and to interact with their peers. This can lead to the development of new friendships in their local communities. Students with special educational needs can also benefit socially from inclusion through a reduced sense of isolation and be subjected to less negative labeling. There is a highly favorable tendency for students with

special educational needs to be more motivated and to work harder in the inclusive classroom. An inclusive setting can expand a student's personal interests and knowledge of the world, and prepare him/her for better post-school experiences and adulthood. Inclusion can have a favorable impact on students without, as well as students with special educational needs.

An effective way to help students overcome the misconceptions they may have about people with special educational needs is to bring them all together in an inclusive school setting. In this approach, all the students can learn to accept and value individual differences. Experience of inclusive education can help everyone in the school community to prepare for a future inclusive society.

### **2.2.2 Inclusion practice and inclusion culture**

Inclusion achievement requires the collaboration of school leaders, teachers, parents, and students for which everyone engages for the smooth running of school activities. Special education is one of the major challenges that schools face in this era of comprehensive reform. In fact it is imperative that schools provide students with appropriate access to the general curriculum; however, a number of children with special needs will require effective instructional support through differentiated curriculum, specialized teaching/learning resources and environmental adaptations. Lockhart Walton (2006, 67-68) confirms the ideas of Zollers et al in that:

*“Certain beliefs about learners and schools seem to be fundamental to successful inclusive practice. Inclusive culture is characterized by respect, acceptance of all, a belief that all learners can succeed and a celebration of difference. Inclusive schools have a culture that encourages collaboration, risk taking, a commitment to ongoing improvement and restructuring, innovation, problem solving, reflective practice, and a democratic and empowering attitude towards teachers and learners. Other factors include a strong sense of community, a sense of shared responsibility for educating learners, the deliberate fostering of a nurturing environment through personal attention and respect, and everyone working together for a common purpose. Organizational culture is intangible, but the policies that arise from the organization will reflect that organization's culture and will influence its practices”.*

To build inclusion the school and staff together make a commitment that all students should be welcomed into the school and that teachers and other staff will work to have inclusive classes, heterogeneously grouped where students who are gifted through severely disabled learn, play, and work together. For this to occur and become part of the culture of the school, the total staff must be committed to this as a value for children, be able to articulate the reasons for their belief, be willing to defend this practice against detractors, and be willing to struggle, learn, and seek answers when it doesn't seem to be working for a particular child. In most schools, this will mean shifting special education into general education, and in inclusive schools; teachers and staff embrace this diversity of ability and make it part of the design of instruction. Rather than designing instructions around a narrow span of abilities, inclusive teachers design their teaching intentionally allowing for students to be at multiple levels of ability. For that purpose, inclusive teachers design lessons at multiple levels that challenge students at their own level (zone of proximal development) and provide support and scaffolding so that children can push ahead to their own next level of learning. They use authentic teaching strategies that engage children in learning via activities that relate to their lives at home and in the community, that connect to the real world. They engage the multiple intelligences and learning styles of children so that multiple pathways for learning and demonstrating achievement are available. They involve students in collaborative, pair or group work where they draw on each other's strengths (Renaissance Community Press 2000, 2-3).

Supporting teachers in working with students at multiple ability levels, who have emotional and social challenges in their lives is critical. This is particularly important as the shift towards building an inclusive culture in the school is occurring.

The Cambridge International Examinations (2015, 3-4) asserts that many schools have learners with special educational needs in their classes and they can support these students by implementing a policy that clearly outlines the services, supports and personnel available for children with special educational needs and make this information readily accessible to parents. They can provide opportunities for parents to make informed decisions about placement options with adequate time and support, and inform them about special arrangements available for

exams. Schools should work collaboratively as a team (teachers, health care workers, social workers, etc.) to provide care holistically for the children with special educational needs; and provide on-going professional development training to all classroom teachers and assistants. They can integrate their insights and knowledge about both the curriculum and their students while they are planning instruction and assessment. A good fit is essential between these two critical components in order to provide appropriate and effective learning opportunities for all students. They differentiate instruction, by providing learners with the structures needed to maximize their strengths, address their weaknesses, and experience timely remediation. This enables students to utilize effective learning strategies and engage with their learning. As a result, student motivation increases and students remain interested in learning. They make it possible for children to use recommended accommodations on an on-going basis, not just for final exams.

The figure below shows that it is possible to adopt inclusive schools.

**Figure 2 - 2: How to build Inclusive Schools**



**Source: Adapted from New Zealand Ministry of Education Supports and Services for Learners with Special Education Needs/Disabilities (2012, 8).**

When school staff have positive attitudes towards disability, they look for means of acquiring skills and put in place a number of strategies and adequate resources; so as to achieve inclusive education.

### **2.2.3 Attitudes to disability around the world**

Attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action and responses to challenges, incentives and rewards.

According to WHO in its World Report on Disability (2011, 216) negative attitudes are a major obstacle to the education of disabled children. In some cultures people with disabilities are seen as a form of divine punishment or as carriers of bad fortune. As a result, children with disabilities who could be in school are sometimes not permitted to attend. A community based study in Rwanda found that perceptions of impairments affected whether a child with a disability attended school. Negative community attitudes were also reflected in the language used to refer to people with disabilities. The attitudes of teachers, school administrators, other children, and even family members affect the inclusion of children with disabilities in mainstream schools. Some school teachers, including head teachers, believe they are not obliged to teach children with disabilities. In South Africa it is thought that school attendance and completion are influenced by the belief of school administrators that disabled students do not have a future in higher education. A study comparing Haiti with the United States found that teachers in both countries generally favored types of disabilities they perceived to be easier to work with in mainstream settings. Even where people are supportive of students with disabilities, expectations might be low, with the result that little attention is paid to academic achievement. Teachers, parents, and other students may well be caring but at the same time not believe in the capacity of the children to learn, that is why some families with disabled students may believe that special schools are the best places for their children's education.

However, it is also important to note that while negative attitudes to disability persist there is also evidence that attitudes to disability are improving in Ireland and worldwide. A clear relationship between attitudes and personal experience of disability was found in both the 2001 and 2006 national surveys in the Republic of Ireland as well as in many other studies worldwide. Negative attitudes towards intimate relationships for people with disabilities indicate that people with disabilities are still not fully integrated within society. People with disabilities who voluntarily meet with other people with disabilities collectively may hold the most positive attitudes of all towards disability. The negative attitudes of people with disabilities towards disability and other people with disabilities is an area that requires attention as such attitudes can slow progress towards equality. Young people with disabilities attach great importance to being treated sensitively and the same as anyone else, including being listened to and having their

views and experiences treated as authentic. Schools can actively engage in challenging negative societal attitudes to disability. Teachers' attitudes towards students with disabilities have a significant impact on their educational experience (NDA 2017, 2-3).

In most developing countries, the implementation of inclusive education is unsatisfactory as children with special needs are often excluded from school. Those who attend school, experience lower enrolment, completion, and transition rates, as well as mean years of education. Completion rates were approximately 10% lower and mean years of education were one year less for children with disabilities compared to their non-disabled peers in low-income countries. However there have been a number of factors, influenced by the targets of EFA and the millennium development goals (MDGs) that have positively impacted their education in these countries, including targeting hard to reach children, striving to achieve universal primary education, recognizing human rights, and changing attitudes (Hayden 2013, 9).

Negative attitudes usually arise from ignorance and fear of the unknown. A study on teacher perceptions of mainstreaming and inclusion found out that nearly two-thirds of general education classroom teachers supported the concept of inclusion. However when asked whether they were willing to teach students with disabilities in their own classes, majority were reluctant or unwilling to do so. Majority felt that they did not have sufficient time, appropriate training, other materials and resources to enable them work successfully with children with disabilities. It seems therefore that though the teachers may be willing to accept the CWDs in their classes, other factors may influence their attitude negatively or positively (Mastropieri and Scruggs, 2000).

A study by Wilezenski (1992) in Australia on teachers' attitudes towards inclusive education as cited by Mushoriwa (2001) showed that the teachers were more positive on learners whose programmes focused on social inclusion than those requiring physical changes in their school or classroom. The teachers were also more accepting to learners with physical disabilities than to those who necessitated academic modification. Such research findings indicated that the type of disability and the demands it eventually makes on the teacher would influence teacher attitudes towards including children with such a disability in a regular class. Before implementation of

any special education Programme for learners with disabilities within regular schools, it was important to determine the attitude of educators and administrators towards CWDs. This would help in alleviating the fears. Although the attitude of teachers in other parts of the world had widely been established, limited research if any had been conducted to establish the attitude of regular primary schools teachers.

Attitudes are the greatest barriers or the greatest assets, to the development of inclusive education. They influence our perceptions of challenges, strategies to be chosen and goals to be achieved. There is a general belief that human behavior and actions are influenced by attitudes, whereby attitudes are seen as the cause, and behavior as the consequence. Attitudes include desires, convictions, feelings, opinions, beliefs, hopes and judgment. This means people have attitudes which affect the way they perceive, value, judge, interact and handle children with special needs. If EFA is to be achieved, and particularly that of the PWDs and other special needs, it has to start with the change of attitudes.

Negative attitudes are perceived in our society where parents hide their children with disabilities especially those with physical problems and developmental delays. In some cases, the stigma also persists and it is found that the mother of the child is the only person who cares about her/him. Communities should be sensitized and health workers together with local authorities should approach the concerned families in order to help them overcome the stigma against PWDs and advocate for the rights of the children.

### **2.3 Theoretical framework**

Several theories and approaches have been established to give meaning to different education concepts. Each theory has its meaning and context in which if applied will produce desired outcomes. A theory has its meanings, terms, ideas and some of them have a model which elaborates the given phenomenon. In the social sciences, most theories are associated with social problems existing in the society, among them are those related to learning. The theoretical framework which is used to explore this study is constructivist theory within which, both the medical and social models of disability find their due place, because both still appear to be



interchangeable within the Rwandan inclusive education context. I have chosen to use a constructivist perspective because in implementing inclusive education there are thoughts that students with special needs have difficulties in adapting to new environments such as being in an inclusive class.

Akpan and Beard (2016, 394) as well as Steele (2005, 2) confirm the idea that constructivist theory postulates that knowledge is actively constructed by the person through interaction with the environment. It is believed that, people construct their knowledge on the basis of their experiences from everyday life. To further comprehend the theoretical framework of the present study, the understanding of 2 underlying models of disabilities is crucial.

### **2.3.1 Medical model versus Social model of disability**

The inclusive education approach is informed by a wider change in the way that disability is understood. The traditional model of disability has focused on disabled people's impairments and has explained the difficulties they experience in their lives in terms of those impairments. This medical model sees disability as a 'personal tragedy' which limits the capacity of the disabled person to participate in the mainstream of society. It is the responsibility of the disabled person themselves to try to fit in with the world as they find it, a world built by non-disabled people to meet the needs of non-disabled people (UNESCO 2001, 21).

The social model of disability moves away from the deficit focused approach to disability where the differences of the individual are seen as personal inadequacy or abnormality. The social model places a greater emphasis on how individual are disabled by the actions of people and institutions. It proposes that systemic barriers, negative attitudes and exclusion by society are the ultimate factors defining who is disabled in a particular society. It recognizes that while some people have physical, sensory, intellectual, or psychological differences, which may sometimes cause individual functional limitations or impairments, these do not have to lead to disability unless society fails to take account of and include people regardless of their individual differences. The model does not deny that some individual differences lead to individual

limitations or impairments, but rather that these are not the cause of individuals to be excluded (LSU 2017, 4).

The way of understanding disability has been changing over the periods of time, shifting from the medical to social model of disability, leading to full social participation of persons with disabilities. According to Bie and Geurts (2009, 3), the social model is usually explained by reference to its opposite, the medical model. The medical model views disability as a personal problem, directly caused by disease, accident or some other health condition; and capable of amelioration by medical interventions such as rehabilitation. The provisions for people with a disability in a curative medical model, has lead to institutionalizations of provision which lead to segregation. The social model was a reaction to this and according to this model the emphasis was on social integration rather than segregation. The social model sees disability not as an inherent attribute of a person but as a product of the person's social context and environment, including its physical structure namely the design of buildings, transport systems etc; and its social constructions and beliefs, which lead to discrimination against for example people with functional impediments. The lack of opportunity or disability in the broadest sense was no longer just a characteristic of the person that should be dealt with in a proper but often segregated setting; more and more there was an emphasis on creating opportunities for participation in the mainstream community or environment of the person, i.e. in regular schools.

The latest evolution goes even further regarding the lack of opportunity or disability of an individual as part of the context where the disability presents itself. In other words according to this participative model, a disability is only a disability if the environment of the individual is not able to overcome the handicap. Therefore, communities or institutions can also be a cause of the experienced problem. In the latest participative paradigm much attention is paid to the role of schools in dealing with pupils. It might, to a certain extent, very well be the schools that are not fit to teach this group of pupils properly. This approach differs very much from attributing the results to deficient characteristics of the pupils.

### **2.3.2 Implications of the medical and social models in school setting**

The social model focuses on the disability that results from society's failure to acknowledge or adjust to the needs of people with disabilities rather than the failure of the person with a disability to adjust to society. Hence a person is only disabled (or handicapped) by the restraints imposed by society. When applied to education, it could refer to an inflexible curriculum, for instance, that does not allow for alternative assessment, or to inaccessible school buildings and facilities that prevent learners from participating in school life. It could also refer to the attitudes, prejudices and stereotypes that people have that lower expectations, lead to patronising and ultimately exclusion of others who are different. However, Morris in Slee (1996,110) maintains that while an emphasis on the social dimension of disability does focus on the environmental barriers and social attitudes that are disabling, the individual's experience of his or her body and the reality of his or her physical difference can be denied. This would indicate that a systemic approach to understanding barriers to education is needed.

The medical or deficit model of understanding difference is widely described and widely reviled in the literature. Such an understanding approaches educational difficulties much as a doctor approaches a medical problem. The learner is treated like a patient who needs diagnosis and treatment. The problems with this medical approach to educational difficulties are many. Although identifying that a learner may be experiencing difficulties would be good educational practice, the notion that experts may be required to diagnose this as a problem is itself problematic. The hegemony of experts in the field has been questioned, for example, by Brantlinger (1997, 441).

Significantly, the focus of this model is on deficit, or what is wrong with learners. It assumes that the learners who do not experience barriers to learning are normal and those who do, are not normal or are deficient. The medical model is about diagnosis, prognosis, selection of interventions, and review of the efficacy of our professional programmes and suggests that special education teachers (if not all teachers) should effectively diagnose, evaluate strengths and weaknesses and design interventions and evaluate them in order to improve them. Despite these considerations, a social model to explain difference is currently preferred by many

### 2.3.3 Constructivist teaching model

The main proponent of constructivist theory is Piaget whose ideas originated from psychological stages of development of children where the basis of learning is discovery. According to him, intellectual growth involved three processes. These processes are assimilation, accommodation and equilibrium. Piaget ideas on constructivism focused on individualization of learning and believed that human inquiry is embedded within an individual who construct knowledge through his or her action in environment (Pass, cited in Chaula, 2014, 20).

Constructivism's perspectives on the role of the individual, on the importance of meaning making, and on the active role of the learner are the essential elements that make the theory appealing to educators. Teachers are aware of the role of prior knowledge in students' learning, recognizing that students are not blank slates or empty vessels waiting to be filled with knowledge. Instead, students bring with them a rich array of prior experiences, knowledge, and beliefs that they use in constructing new understandings (Jones, Carter, & Rua, in Gail Jones and Brader-Araje 2002,3).

Constructivism is defined by Davis, Maher, and Noddings as it is found in Gail Jones and Brader-Araje (2002, 2) in the following words:

*"It is assumed that learners have to construct their own knowledge individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community, other learners and teachers is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction."*

A constructivist teacher would have his or her classroom focus on real life problem solving, problem-based learning (PBL), independent investigation, and the pursuit of personal interests, simulation, discussion, collaborative learning, think-pair share, and the utilization of higher order thinking skills. Research studies in cognition, authentic learning, and student engagement support claims that student-centered teaching is a beneficial teaching strategy for all students, including students with special needs. Many students struggle to understand concepts in isolation, to learn parts without seeing wholes, to make connections where they see only disparity, and to accept as reality what their perceptions question. In most schools, the curriculum is held as absolute, and teachers are not allowed to make changes even when students

do not clearly understand important concepts. Educators must come to realize that knowledge cannot be passed intact from a teacher or book to a learner, nor is it simply discovered in the real world. All students must construct new knowledge for themselves. Instruction guided by the constructivist learning method enhances student engagement learning. This view of knowledge construction in action is called constructivism. In the constructive perspective, new knowledge is always based on the prior or existing knowledge that learners bring to learning situations. Students take in information from many sources, but in building their own knowledge, they connect information to prior knowledge and experiences, organize it, and construct meaning for them. What learners already know influences what they attend to, how they organize input, and how they are able to integrate new constructions to expand their knowledge bases (Akpan and Beard 2016, 394-395).

Although Piaget's theories tended to focus primarily on the development of the individual while ignoring the greater socio-cultural context, the roots of constructivism are clearly present in Piaget's focus on the active role of the individual in learning: all knowledge is tied to action, and knowing an object or an event is to use it by assimilating it to an action scheme. For Piaget, knowledge construction takes place when new knowledge is actively assimilated and accommodated into existing knowledge. Furthermore, Piaget's constructivist stances are seen in his belief that our understandings of reality are constantly being revised and re-constructed through time and with respect to exposure to new experiences. "What remains is construction as such, and one sees no ground why it should be unreasonable to think it is ultimate nature of reality to be in continual construction instead of consisting of an accumulation of ready-made structures argues Piaget as it is found in Gail Jones and Brader-Araje (2002,3).

According to Chaula (2014, 20-21), constructivism's main idea is that learners are capable of constructing their own knowledge. The knowledge constructed by learners can be from their personal experience or as a result of interaction with peers or with the teachers. That means a learner interaction is important because knowledge cannot be developed in isolation but through being in contact with others in the society or a given environment. Even though both Piaget and Vygotsky have made contributions to the constructivists' ideas, they differ in the way they interpret the theory. Piaget believes that knowledge is constructed by an individual while

Vygotsky emphasizes that knowledge is being constructed from man's experience in a social context.

In line with this, Piaget focused on an idea that human inquiry is rooted within an individual who constructs knowledge through his or her action in the environment; while Vygotsky ideas base on the focus that human inquiry is embedded within culture which is embedded within social history. However Piaget did not disagree with Vygotsky's idea on the importance of social aspects in learning as an essential aspect on knowledge development. No single theory can account for development. Individual development cannot be understood without reference to the social and cultural context within which it is embedded.

### **2.3.4 Contribution of constructivist theory in inclusive education**

Using constructivist theory there are some changes which can happen in inclusive education. Vygotsky's social constructivism ideas might have a great impact in inclusive education. By using his ideas in the implementations of inclusive education, benefit can be achieved. Zone of Proximal Development (ZPD) refers to the difference between what the child can do on his or her own and the help he or she needs from others experienced in the subject matter. This is important in supporting learners in inclusive education through capable peers, teachers and social context, since it is known that the main task for inclusive education is to bring about a transformation of ZPD. Vygotsky (1978, 85) stresses that, "ZPD is the distance between actual development through problem solving under adult guidance or in collaboration with more capable peers". Therefore collaboration seems to be the key element in achieving inclusive education.

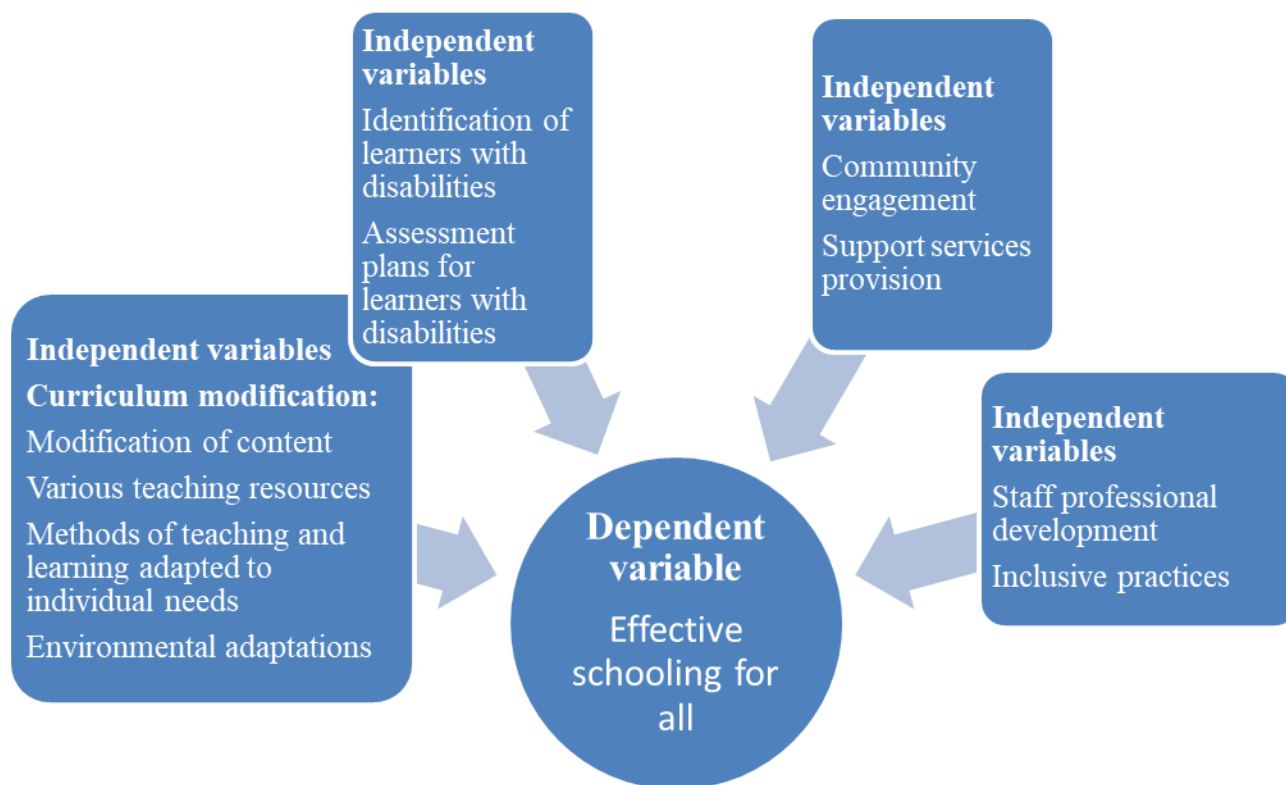
Constructivists believe that collaboration in inclusive schools will help teachers to solve problems that will lead to new learning for all learners and, provide explanations of their actions to their peers that will be of mutual benefit. They will have exchanged shared understanding hence this will lead to development of cognitive abilities. Teachers will be able to plan and look for teachable moments to provide encouragement and to assist according to children needs. This will make children become more skillful after receiving sufficient support. The significance of

context to learning where the use of adaptive teaching methods allows active involvement of learners should be encouraged. This social constructivist process can provide an important direction for inclusive education in Tanzania.

## 2.4 Conceptual framework

This study focuses on modification of teaching resources, methods of teaching and learning environmental adaptation to cater for individual differences after identifying students with disabilities in Groupe Scolaire Rosa Mystica within the framework of schooling for all. The conceptual frame wok of this study is summarized as follows:

**Figure 2 - 3: Conceptual Framework of the Study**



**Source: Researcher’s primary data (March 2017).**

Inclusive schools are driven by a moral imperative to improve the learning outcomes of all students regardless of their capabilities and backgrounds. They adopt a whole school focus that is

reflected in the school's vision, beliefs, policies and practices; and are committed to the belief that all children can learn. These schools recognize that all students have special learning needs of one sort or another. Therefore, they focus on students learning needs rather than on their learning disabilities. Schools provide learning programs and tasks that are targeted to students learning styles, interests and needs; and they have high expectations of students, set unambiguous but challenging achievement targets, reward effort and celebrate success. Those schools are alert to and use a range of multi-skilled personnel such as teachers, specialists, aides, clinicians, volunteers and other students to assist students with their learning. Furthermore, they have strong performance and development culture that supports all staff and volunteers to continuously improve their effectiveness to promote students' learning.

Schools adopt a team teaching approach to meeting the diverse needs of learners and adopt an open classroom structure that enables various grouping sides to be assembled for teaching and learning. Schools help students to identify learning targets, regularly monitor performance so that they can provide constructive feedback to students and parents on learning progress and challenges. They provide additional support as soon as the need becomes evident and forge strong links with parents, clinicians, caregivers, staff in local special schools, disability services providers and relevant support agencies within the wider community (Department of Education 2017, 3-4).

## **2.5 Conclusion of the Chapter and Gaps Highlight**

Inclusive schools recognize and respond to the diverse needs of children with special educational needs, accommodating both different learning styles and rates of learning and ensuring quality education to all through appropriate curricula, teaching strategies, change of attitude, use of relevant resources and partnership with their communities. The fundamental principle of the inclusive education is that all children should learn together, wherever possible, regardless of any differences they may have. The prevailing view is that they should be educated together with their peers in regular schools.



From the literature reviewed, it emerges that education of the children with special educational needs is still a big challenge to the world, although certain initiatives have been done to enable them acquire basic education. At the same time it has been realized that segregation constitutes alienation for those children from their families and communities. In addition it has been argued that there are more advantages when the learners are educated together in regular schools, and that is why there is consensus that all learners should be educated together despite their abilities/disabilities. To achieve this, inclusion has been viewed as the viable means of ensuring education for learners with special needs. It was noted that learning resources and environment, curriculum, training of teachers and school leaders, their attitudes as well as their awareness of learners with special educational needs have direct influence on inclusion.

In the present study some gaps have been identified; in fact, among the barriers to learning and development, there appears inclusive education good practices which are not shared at a national policy level and researches don't show ways of overcoming this barrier. Schools don't have a clear plan for inclusion highlighting ways for implementation and those which have started inclusion practices don't have ways of sharing what they have reached while practicing inclusive education. Furthermore, among the barriers there is traditional competition between children in schools which disadvantages many children with disabilities and other special educational needs, however the empirical reviews don't show practical means of eliminating this barrier.

In spite of a positive policy framework in many countries, achieving inclusion and reducing under-achievement is a daunting task. Researches report that dealing with differences and diversity continues to be one of the biggest problems faced by schools across the world. In some countries schools are operating in a hostile policy environment that results in insufficient capacity because of restrictive school structures, a competitive ethos, negative cultures and a lack of human and material resources. In turn these views lead to negative attitudes about learners who struggle, low expectations and a belief that some children are worthy of help but others are unworthy because their difficulties are seen as their own or their parents' fault.

The study highlighted attitudes towards people with disabilities which constitute a barrier to inclusion but empirical reviews don't show how to measure the changes in attitudes among

schools and surrounding communities so as to improve inclusion of people with disabilities and children with special educational needs. Studies has shown that numerous interventions from different parts of the world have been reported that loosely aim to change attitudes towards people with disabilities, including disability awareness and disability equality training, anti-bullying work in education settings, and a host of mostly small scale, isolated, contact-based interventions. The scientific meaning and social impact of such interventions is limited at present because few have been formally evaluated. Those attitude change interventions that have been evaluated often show conceptual and methodological limitations. Many interventions that have been tested or piloted, despite showing promising results, appear to have been one-off efforts that have not resulted in wider implementation. This indicates that closer attention needs to be paid to implementation (and collaboration), to avoid multiple small efforts that are short lived and of little impact in changing attitudes.

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.

Accessible and flexible curricula, textbooks and learning materials can serve as the key to creating schools for all. Many curricula expect all pupils to learn the same things, at the same time and by the same means and methods. But pupils are different and have different abilities and needs. It is important, therefore, that the curriculum 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 pupil.

One dynamic too often observed is that parent involvement in education tends to decline as their children go up in grade, with a dramatic drop once students reach middle school. In fact, the lack of parental involvement is viewed by teachers, administrators, the public, and even parents of school-age children, as the single biggest problem facing schools. To promote student growth

and school success at every grade and age, well thought out parent-community school partnerships, linked to school improvement goals, are needed in every community and empirical studies should point out ways this must be done. Parents see lots of hindrances to getting involved in their child's education. Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the knowledge and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change.

## CHAPTER THREE: METHODOLOGY

### 3.0 Introduction

This chapter explains the methods used to carry out this study. It focuses on research design, location of the study, target population and sample size, research instruments, validity and reliability, data collection techniques, data analysis and finally the ethical considerations in the study.

### 3.1 Research Design

This research was designed as a descriptive survey. A descriptive survey attempts to establish the range and distribution of social characteristics, such as education or training, occupation, and location, and to discover how these characteristics may be related to certain behavior patterns or attitudes. A descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

According to Neeru (2012, 1) it is concerned not only with the characteristics of individuals but with the characteristics of the whole sample thereof. It provides information useful to the solutions of local issues (problems). Survey may be qualitative or quantitative in verbal or mathematical form of expression; such studies are factual and hence supply practical information. The survey research employs applications of scientific method by critically analyzing and examining the source materials, by analyzing and interpreting data, and by arriving at generalization and prediction.

**Variables:** In this study the independent variables are identified as a number of opportunities presented to children with special educational needs. They include curriculum modifications and other factors that influence effective inclusion namely teachers and school leaders' professional development, support services, parents and community engagement in school life. Curriculum modification is about adapted methods of teaching and learning, content, teaching resources, as

well as environmental adaptation. Dependent variable is identified as being effective schooling for all.

### **3.1.1 Study Setting**

This research have been conducted in G. S. Rosa Mystica, the school which is located in Gacurabwenge Sector, Kamonyi District in Southern Province. According to Kamonyi District Audit Report for the year ended 30 June 2013, Kamonyi is one of the 8 districts in the Southern province. Its neighboring districts are Muhanga in the west, Bugesera and Nyarugenge in the East, Ruhango in the South, and Gakenke and Rulindo in the North. Kamonyi District comprises of 12 Sectors which are Rukoma, Ngamba, Runda, Rugalika, Gacurabwenge, Karama, Kayenzi, Kayumbu, Nyarubaka, Musambira, Nyamiyaga and Mugina (See the map in the Appendix no 5 ). These sectors are subdivided into 59 Cells and 317 Villages. Kamonyi District is organized into three administrative organs namely the District Council, the District Executive Committee and the Security Committee. These bodies are technically assisted by the District Executive Secretariat and the District Development Committee (OAG, 2017, 2).

According to Republic of Rwanda, EICV3 District Profile - South – Kamonyi (2017, 12-15), the population of Kamonyi district is 330,000 and about 51% are aged 19 years or younger. People aged 65 years and above make up 3.6% of the population. About 52% of the population is constituted by female individuals and the majority is young, with about 78% still under 40 years of age. The average size of the household in Kamonyi district is below the national average household size. It is about five persons per household. Kamonyi ranks among the six lower districts by average household size. Kamonyi district is among the districts with a high percentage of the population identified as poor. Kamonyi is above the national level average (44.9%).

In Education, it is noticeable that Kamonyi District has developed Inclusive Education as compared to other districts in the South Province. Mr. Camille KANAMUGIRE the Regional Inspector in Southern Province and focal point of the project ‘Inclusive Futures in Rwanda’, appreciated the positive changes observed in schools:

*“In the province of South, we have learned a lot from Kamonyi district and we are committed to extending best practices in other districts. Inclusion to me is something that we need to promote in all school. In monitoring practices of inclusive education in the district of Kamonyi, we were very happy. We have appreciated the way teachers are creating inclusive environment, training other peers on inclusive pedagogical principles and delivering inclusive lessons”*(HI 2015, 15-16).

Other districts can learn from Kamonyi to acquire skills of adopting inclusive practices and culture and other schools can learn a lot from inclusive schools in Kamonyi district through field visits as well.

### 3.1.2 Population

A population can be defined as including all people or items with the characteristic one wishes to understand, the goal becomes finding a representative sample (or subset) of that population (Kanupriya 2017, 12). The target population of this study constitutes teachers of G.S. Rosa Mystica, and among them there are 4 teachers in nursery, 7 in primary and 11 in secondary level, making a total of 22 teachers. Furthermore, the population comprises 58 parents whose children have special educational needs and 3 administrative staff of the school.

### 3.1.3 Sampling strategies and sample size

A sample is a subset of the population and the concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. In the present research a questionnaire was administered to 2 teachers in nursery, 4 teachers in primary and 6 teachers in secondary. An interview was addressed to the school Head Teacher and to 10 parents among 58. The table below shows the number of entities in the population and in the sample respectively.

**Table 3 - 2: Target Population and Sample Sizes**

Level of study	Total target population			Total	Total sample population			Total
	Nursery	Primary	Secondary		Nursery	Primary	Secondary	
Teachers	4	7	11	22	2	4	6	12
Parents	58			58	10			10
Administrative staff	3			3	1			1

**Source: Researcher’s Primary Data (May 2017)**

Mugo (2017, 1) outlines the terms sample, sampling and population as follows:

*“A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. A population is a group of individual persons, objects, or items from which samples are taken for measurement”.*

The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. In this study, non probability sampling technique was applied while choosing the Head Teacher and parents to respond to the interview questions. According to Doherty (1994, 3) non probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected.

The logic and power of purposeful sampling lies in selecting information-rich cases for in depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling. There are several different strategies for purposefully selecting information-rich cases. The logic of each strategy serves a particular evaluation purpose. Among those strategies there is extreme or deviant case sampling. This approach focuses on cases that are rich in information because they are unusual or special in some way. Unusual or special cases may be particularly troublesome or especially enlightening, such as outstanding successes or notable failures. The logic of extreme case sampling is that lessons may be learned about unusual conditions or extreme outcomes that are relevant to improving more typical programs (Patton 1990, 169-170).

Purposeful sampling was also applied to select teachers to whom the questionnaire was administered since their number was small to manage and they possessed all necessary information. The researcher took those teachers who were not in classes at the time of answering the questions.

### **3.1.4 Research instruments**

This study involves semi-structured interviews which were composed by open questions addressed to the school Head teacher on one hand, and to the parents on the other hand. Dapzury and Pallavi (2017, 2) reiterate the remarks of McNamara and Kavale and confirm that research interview seeks to describe the meaning of central themes in the life of world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. A research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents questionnaires, e.g. to further investigate their responses.

Moreover, to achieve the objectives, data was collected using questionnaires, constructed on the model of Likert scale for teachers who had to answer the questions by encircling the number corresponding to the extent to which they agree or disagree with the given statements. According to Dane (2017, 1), Likert Scale, (named after Dr. Rensis Likert, a sociologist at the University of Michigan, who developed the technique) is a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.

Most commonly seen as a 5-point scale ranging from "Strongly Disagree" on one end to "Strongly Agree" on the other with "Neither Agree nor Disagree" in the middle; however, some practitioners advocate the use of 7 and 9-point scales which add additional granularity. Sometimes a 4-point (or other even-numbered) scale is used to produce an ipsative (forced choice) measure where no indifferent option is available. Each level on the scale is assigned a numeric value or coding, usually starting at 1 and incremented by one for each level. He goes on by providing the following example: 1: Strongly Agree, 2: Agree, 3: Neither, 4: Disagree, and 5:



Strongly Disagree. Teachers have been given one open question so as to identify barriers they encounter while exercising their teaching profession.

*“A crucial part of good research design concerns making sure that the questionnaire design addresses the needs of the research. To put this in another way; somehow we need to ensure that the questions asked are the right ones. To move from the research aims (1) to deciding what are the right questions to put on a questionnaire (4) is a key aspect that needs to be addressed by the researcher”*(Burgess 2001, 3).

The questions for interview and questionnaires were constructed from the researcher’s knowledge gained from literature on inclusive education, her experience on our country’s educational system, and her personal interest.

### **3.1.5 Data collection techniques**

The researcher visited the selected school, and contacted head teacher to inform her about the purpose and objectives of the study and seek permission to get into contact with teachers and parents of children with SEN. The interview has been administered to her as well as to the parents of the students with special needs in the school. Teachers have also been briefed on the purpose and the need to give truthful responses on the ground of conducting inclusive education. The researcher administered the questionnaires to the respondents and they have been collected immediately after the participants completed them.

### **3.1.6 Data analysis procedures**

Data analysis procedures comprise data sorting, editing, coding and tabulating. Data editing is defined as the process involving the review and adjustment of collected study data whose purpose is to control their quality. Editing is done through checking, correcting and modifying collected data to ensure completeness, accuracy, uniformity and comprehensiveness. Data coding is the procedure by which data is categorized. Through coding, data was transferred into symbols, usually numerals that was tabulated and counted. Thus, the researcher used coding to summarize data collected from the field.

According to University of Deakin (2017, 2-3), the initial stage of editing is to examine the collected raw data in order to be sure that it is accurate. The completed questionnaire is checked

for overall accuracy, completeness and general usability. It is done for instance by finishing incomplete sentences and expanding abbreviations that only researchers would understand. Field editing is best done as soon as possible after the interviewing questionnaire administration have taken place. The purpose of editing is to prepare the questionnaires for coding and tabulating as perhaps hundreds of people have been asked the same questions, the replies for the open-ended questions tend to adopt a variety of phrasing, even though the meaning of many of them may well be the same. Therefore, before lumping them together under the same heading in order to count them, it is necessary to ensure that they do, in fact, mean the same thing. Then they can be categorized for coding. Tabulating is the final step in data preparation and means counting the number of responses in the various data categories. The researcher put the collected data in tables to facilitate the meaning of the information to come out easily and clearly.

Data from the field was edited and coded according to themes which emanated from the research objectives and questions. Returned questionnaires have been scrutinized before submitting them for data analysis. The particular concern is to ensure completion and accuracy. Where data were missing or where the data appeared inaccurate, an attempt was made to contact the concerned school to gain the required or correct information. The coded data was analyzed using both qualitative and quantitative techniques. The quantitative data was analyzed and presented using descriptive statistics such as frequency distribution, tables and percentages and also in narrative form. Qualitative data was presented in narrative form. The responses from the Likert scale were sorted and coded according to the research objectives. Similar responses from the Likert scale have been grouped together during presentation, that meant the ‘agree’ and ‘strongly agree’ responses and the ‘disagree’ and strongly ‘disagree’ responses were combined together as either positive or negative responses depending on the question. In some cases where it was deemed necessary, emphasis was given to all responses individually. The undecided responses were taken to mean neutral.

### **3.2 Position of the researcher**

During this study, the researcher involved an interpretive naturalistic approach, that is, the researcher attempted to interpret responses in the way they were given from respondents.

Personal feelings, beliefs and prejudices were avoided to attribute real meanings of collected responses. Yageen (2010, 295) reiterates the ideas of Reeves and Hedberg and note that the interpretivist paradigm stresses the need to put analysis in context. The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. They use meaning (versus measurement) oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects. Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making as the situation emerges. This is the interpretive approach, which aims to explain the subjective reasons and meanings that lie behind social action.

### **3.3 Validity and reliability**

#### **3.3.1 Reliability**

Reliability is concerned with the consistency, stability and repeatability of the informant's accounts as well as the investigators' ability to collect and record information accurately. It refers to the ability of a research method to yield consistently the same results over repeated testing periods. In other words, it requires that a researcher using the same or comparable methods obtained the same or comparable results every time he uses the methods on the same or comparable subjects (Brink 1993, 35).

For the research to be reliable it must prove that if it were to be done on a similar group of respondents in a similar context the similar results would be found and this was insured while piloting. The researcher administered the questionnaire to a certain number of teachers so that their responses could be compared with those which would come out from the study. According to Gall, Gall, & Borg (2007, 657) reliability is used to measure quality of the research in qualitative paradigm. Through interview with unstructured questions and observation methods which were used and repeat the same question is evidence of reliability. Using multiple methods as questionnaires and interview ensured reliability due to the fact that, the greater the number of

methods used the more accurate the findings are. In order to ensure reliability of the research instruments, a pilot study was carried out and the researcher used a test retest technique.

### **3.3.2 Validity**

According to Brink (1993, 35), validity in research is concerned with the accuracy and truthfulness of scientific findings. A valid study should demonstrate what actually exists and a valid instrument or measure should actually measure what it is supposed to measure. The author goes on reiterating the ideas of Denzin to distinguish between internal and external validity as it is applied to qualitative research. Internal validity is the term used to refer to the extent to which research findings are a true reflection or representation of reality rather than being the effects of extraneous variables. External validity addresses the degree or extent to which such representations or reflections of reality are legitimately applicable across groups.

Validity is the degree to which a test measures what it is supposed to measure (American Educational Research Association, American Psychological Association & National Council on Measurement in Education 1999, 184). Content validity was tested to ascertain whether the items in the questionnaire were suitable for their task. Questions which would bring confusion or misunderstanding to the respondents were identified and modified to ensure clarity of the information in the questionnaires. Difficult questions were also sorted and reframed using appropriate language which was easily understood by the respondents. Consultations with the experts were also done and the instruments were modified and redesigned accordingly so as to ensure it was well refined to achieve the intended task during the main study. The content validity was insured by supervisor and other faculty staff who have expertise in research work.

### **3.4 Ethical issues**

The researcher obtained an introductory letter from University of Rwanda-College of Education in the School of Inclusive and Special Needs Education in order to be able to get introduced to the field. While in the field, informed consent was sought of before interviewing respondents and distributing questionnaires. The researcher ensured that the names of respondents do not appear

on the questionnaire to ensure their confidentiality as it was part of the ethical procedure to ensure that respondents were protected.

The researcher then assured respondents that the information collected from them was purposely for this study and would not be used for any other purpose. This was done to ensure that they confidently answer all the necessary questions for this research without fear of using it for other purposes other than that of academic research. Also the researcher ensured the principle of anonymity to be respected so as to guarantee the confidentiality of information that was collected.

*“Anonymity and confidentiality of participants are central to ethical research practice in social research. Where possible, researchers aim to ensure participants that every effort will be made to ensure that the data they provide cannot be traced back to them in reports, presentations and other forms of dissemination”* (Crow and Wiles 2008, 3).

For easy acquisition of information, mode of conduct and behavior was considered while approaching people for interviews and in the distribution of questionnaires.

### **3.5 Conclusion**

This chapter outlines the research methodology which is designed as a qualitative study. The research instruments used for data collection are questionnaires and interviews. For data analysis the researcher proceeded to data sorting, editing, coding and tabulation in order to control the quality and accuracy of collected data, put together similar information and counting the number of responses inside the data categories. The chapter presents also validity and reliability issue for the study and ethical considerations have been discussed.

## **CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

### **4.0 Introduction**

This chapter presents, analyzes and discusses the findings collected from the field. The study intended at investigating a number of opportunities given to learners in G.G Rosa Mystica in implementation of inclusive education. This research was guided by three research questions namely:

1. Does the school have the appropriate and sufficient resources and support services for Inclusive Education?
2. Do teachers and other school staff have sufficient knowledge to cater for individual needs for students with special educational needs and disabilities?
3. What barriers to learning and development do students with special educational needs and their teachers face?

and aspire to achieve the following research objectives namely:

- The first objective was to find out students with special educational needs who were enrolled in G.S. Rosa Mystica;
- The second objective was to explore resources and support services which were at the disposal of students with special educational needs;
- The third objective was to find out the challenges which face teachers in implementing inclusive education.

Findings were collected by using two research tools, which were interview for parents and the school Head Teacher as well as the teachers' questionnaire. It was important to use the two tools in order to have plenty of information on the diverse opportunities given to children while implementing inclusive education in G.S. Rosa Mystica which was a key aspect of this study. The study was conducted in one inclusive school holding nursery, primary and secondary levels. The teachers proved to have enough experience and training in teaching inclusive classes even though they request to have regular trainings.

In the presentation of the findings, verbal statements from the respondents were used in order to maintain the originality of the information collected. The findings are presented in consideration

of the research objectives. In each part there started presentation of data, followed by discussion of the findings in relation to theoretical approach and literature which were reviewed in chapter two. The anonymity of respondents was ensured by the use of letters A, B, C, D,... and head teacher.

#### 4.1 Presentation, Analysis and Interpretation of Findings

##### 4.1.1 Types of Special Educational Needs in G.S. Rosa Mystica

The table below showed the categories of disabilities encountered in the school G.S Rosa Mystica

**Table 4 - 3: Types of disabilities and special educational needs in G.S Rosa Mystica**

SN	TYPE	NURSERY			PRIMARY			SECONDARY			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Physical	3	2	5	1	9	10	3	1	4	7	12	19
2	Visual	0	0	0	0	1	1	3	1	4	3	2	5
3	Hearing	0	0	0	0	0	0	2	1	3	2	1	3
4	Mental	2	2	4	3	3	6	0	0	0	5	5	10
5	Multiple	8	3	11	3	6	9	1	0	1	12	9	21
	<b>Total</b>	13	7	20	7	19	26	9	3	12	29	29	58

**Source: Adapted from G.G. Rosa Mystica Archives (May 2017)**

Students with Special Educational Needs in G. S. Rosa Mystica have been identified and assessed to qualify for having SEN and other disabilities, and 13 boys and 7 girls were found in nursery and made a total of 20. In primary section, there were 7 boys and 19 girls which made a total of 26 students; and in secondary section, there were 9 boys and 3 girls, making a total of 12 students. The total number of students with disabilities and other special educational needs is 58 students.

According to Cambridge International Examinations (2015, 1) different countries have different definitions of, and terms for, special educational needs. Broadly, the term refers to learners who experience learning difficulties that make it harder for them to learn than most children and young people of the same age. Learners with special educational needs experience difficulties because of any one of the following, or some combination of:

- Behavioral and social skill difficulties: includes self-regulation, getting along with others, etc.
- Communication or language disabilities: either receptive or expressive (e.g. autism spectrum).
- Concentration difficulties: either attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).
- Executive functions: includes difficulties in understanding, planning and organizing.
- Hearing impairments: includes both hearing loss and deafness, either congenital or acquired due to illness/injury.
- Literacy and language difficulties: affects the learning process in one or more areas such as reading, spelling and writing (for example, dyslexia and dysgraphia).
- Numeracy difficulties: refers to learners who might struggle with tasks related to numeracy and mathematics competency (for example, dyscalculia).
- Mental health issues: includes depression, anxiety, etc. and can range from mild to severe. Learners can also have more than one mental health problem.
- Physical or neurological impairments: can be congenital or acquired for example, muscular dystrophy or traumatic brain injury and can range in severity. Neurological impairment may not be visible.
- Visual impairments: used to describe the consequence of an eye condition or disorder. The degree of impairment ranges from mild to severe.
- Gifted and talented learners are also considered to have specific needs if their potential is distinctly above average in one or more of the following domains: intellectual, creative, social and physical.

#### **4.1.2 Disability awareness of parents, teachers and School administrators**

A number of participants reported that they noticed developmental problems immediately after birth of their children because they had low birth weight, did not cry while being given birth and were unable to feed on breast. They were showing developmental problems especially in motion, speaking, and breast feeding. The majority of interviewed parents, 90 % have revealed that they were aware of their children disabilities at low age.



*“The condition was due to birth difficulties, as the baby took time to get out and I think the problem was due to a delayed labor”* reported Parent D (Personal communication, May 22<sup>nd</sup>, 2017).

**Table 4 - 4: Teachers’ disability awareness**

SN	Statement	Response										TOTAL	%
		SA	f (%)	A	f (%)	D	f (%)	SD	f (%)	N	f (%)		
1	I am aware of different abilities of my students.	4	33.3	8	66.7	0	0.0	0	0.0	0	0.0	12	100
2	Students’ special educational needs have been identified and teachers are aware of the kinds of SEN are encountered in their classes.	5	41.7	7	58.3	0	0.0	0	0.0	0	0.0	12	100

**Source: Researcher’s Primary Data (May 2017)**

All teachers 100% who participated in the research agreed on the fact that they were aware of different abilities and disabilities amongst their learners and 100% confirm that learners have been diagnosed and identified as having special educational needs and disabilities, and this was confirmed by the Head Teacher. It is of great importance for teachers and school administrators to be informed about different abilities and disabilities of their students as well as their SEN because it is a good start to cater for individual needs, so that every child can learn to the maximum potential. This is confirmed by Renaissance Community Press (2000, 2-3) which emphasizes that all partners of Education in a school have to work together and look for solutions towards including learners of different abilities and disabilities.

**4.1.3 Attitudes of Community towards disability**

People have developed positive attitudes towards disability in Kamonyi district as 100% of parents who participated in this study reported that at the time they realized that their children had developmental problems, they had faith that with a closer follow up in health care; their condition could get better. They did not hide their children as some parents used to in the previous years, even though some of them encountered problems related to stigma from members of their families. Parent B reported that her child demonstrated developmental problems at early age, and signs matched to the condition of cerebral palsy. She looked for

medical cares whereas her husband discouraged her saying that such kids could not live and that she was wasting money and time.

*“I got discouraged thinking that if I don’t dig my land I could not find what to feed my child. However my neighbors told me that the child can get habilitated in CEFAPEK and I went there, where the child got early stimulation and then begun the nursery school. Meanwhile my husband chased me away saying that I was not working for our home. When sisters in CEFAPEK called us in a meeting so that they can find means of sensitizing my husband, he refused to go there”* Parent B (Personal communication, May 22<sup>nd</sup>, 2017).

Parent D is actually a grandmother of the child.

*“My daughter gave birth when she was still too young and she was a student in a secondary school. The mother of the child did not show interest to rear her child till the time she got married and I was committed to look after my small daughter with faith that she would get better”.* Parent D (Personal communication, May 22<sup>nd</sup>, 2017).

These are the cases towards stigma especially on the sides of men who apparently do not show interest in the rearing of their children with disability. This is confirmed by parent E who gave birth to the premature twins and her husband chased her away because she was always occupied with caring on the baby while his sibling twin passed away immediately after birth:

*“I gave birth to two premature twins, they had 7 months. One child passed away immediately and I went back home because I could not find means to get transferred at Kigali Central hospital (CHK) at that time due to poverty and my child could not be kept in incubation till she could get fine”.* Parent E (Personal communication, May 22<sup>nd</sup>, 2017).

Due to lack of medical care at early age, she developed cerebral palsy and among symptoms the parent reported seizures, motion problems due to weak muscles tone. Before reaching CEFAPEK rehabilitation centre, she got some instructions on early stimulation for the child to crawl, from European volunteers who came and meet her in Mugina centre. A number of mentioned attitudes towards disabilities are included in World Report on Disability (2011, 216) which reported that in some cultures people with disabilities were seen as a form of divine punishment or as carriers of bad fortune. As a result, children with disabilities who could be in school were sometimes not permitted to attend because they had not received basic cares to improve their condition. On the contrary this study showed that in Kamonyi people have fought stigma and have been sensitized that their children can be rehabilitated and thus can learn alongside their non disabled peers. During this study, it was noticed that the members of community who

participated were only female and it stresses the importance for men awareness in their children's education.

#### **4.1.4 IEP and Support Services**

In G.S. Rosa Mystica, some students were referred to be qualifying for IEP, for which they need individualized services depending on each one's abilities and disabilities.

*“The IEP Team is composed of the teacher, parent, psychologist who cater for counseling of the child and the parent, a nurse who got trained in a number of specialties and the head teacher who is actually the leader of the team. Before submitting a child to the IEP, the school carry out an assessment whose tools have been elaborated by Handicap International with the help of MINEDUC and REB staff taskforce”.* Head Teacher (Personal communication, May 22<sup>nd</sup>, 2017).

Among the support services working in G.S. Rosa Mystica there were mentioned physiotherapy and reflexology performed by volunteer mothers who have been trained by CEFAPEK, and became experts in these services provision; for children with disabilities.

Roles of support services are summarized below:

- Ensuring a safe and healthy environment for learning.
- Collaborating and communicating with other team members to develop, implement, and evaluate personalized learning plans.
- Removing barriers to allow all students to access curriculum (Universal Design for Learning –UDL). For students requiring supports in addition to UDL, identifying and implementing student specific interventions may be needed.
- Actively participating in team meetings and offering ideas and input to educational program and support decisions.
- Advancing personal learning to acquire or improve the attitudes and skills necessary to successfully include students with diverse needs in the classroom.
- Advocating to ensure that students' educational and support needs are adequately addressed (New Brunswick Department of Education and Early Childhood Development 2013, 9).

#### 4.1.5 Individualized teaching/learning

**Table 4 - 5: Teachers' views on individualized teaching/learning**

SN	Statement	Response										TOTAL	%
		S A	f (%)	A	f (%)	D	f (%)	S D	f (%)	N	f (%)		
3	The teaching/learning process is individualized to meet all learners needs and interests.	4	33.3	7	58.3	1	8.3	0	0.0	0	0.0	12	100

**Source: Researcher's Primary Data (May 2017)**

Respondents reported that they felt comfortable with individualized teaching/learning as their views represent 91.7 % (Strongly Agree and Agree all together). The review of literature suggested that successful independent learning depends on a number of external and internal factors. External factors involve the creation of a strong relationship between teachers and students and the establishment of an 'enabling environment' in which ICT can be an important element. Internal factors are the skills that individual students have to acquire. These include cognitive skills such as focusing of memory and attention and problem-solving, metacognitive skills associated with an understanding of how learning occurs, and affective skills related to feelings and emotions (Bill, Naomi, Darshan and Sally 2008, 1).

The authors continued their review emphasizing the key role of teachers in assisting students to become independent learners by ensuring that students were actively involved in learning. The research found a number of strategies that supported students' independent learning including:

1. **Scaffolding:** this refers to the supportive structure provided by skilled others, in this case teachers, which aids students in their learning. The objective is the gradual transfer of responsibility from the teacher to the student step by step, the teacher responding flexibly to students' responses rather than following a predetermined teaching path;
2. **Providing students with opportunities to self-monitor:** the review suggested self-monitoring depends on the two processes of establishing goals and receiving feedback from others and from oneself. Teachers encouraged students to self-monitor by helping them use internal and external feedback to see whether the strategies they were using were effective for achieving learning goals;

3. **Offering models of behavior:** independent learning was promoted by encouraging students to model the behavior of their teachers, including, for example, teachers showing students how categorizing information made it easier to remember;
4. **Developing communication that included language focused on learning:** this helped students become more aware of the steps involved in learning, understand their own learning styles and helped students and teachers share their thinking;
5. **Providing feedback on homework:** this was found to improve students' confidence in working independently and to help them develop the reflective aspect of independent learning (Bill, Naomi , Darshan and Sally 2008, 3).

#### 4.1.6 Teacher Professional Development

**Table 4 - 6: Teachers' views on professional development**

SN	Statement	Response										TOTAL	
		SA	f (%)	A	f (%)	D	f (%)	SD	f (%)	N	f (%)		%
4	I have been trained in Special Needs Education.	5	41.7	6	50.0	1	8.3	0	0.0	0	0.0	12	100
5	I feel comfortable in teaching in inclusive classes.	11	91.7	1	8.3	0	0.0	0	0.0	0	0.0	12	100

**Source: Researcher's Primary Data (May 2017)**

Teachers of G.S. Rosa Mystica reported that they have been trained in Special Needs Education as 91.7% have said it but wish to have regular such training so that they can be able to handle a number of cases, for instance they reported that they need to be trained in sign language. 100% have confirmed that they feel comfortable in teaching/learning in Inclusive Education.

As it is stipulated by UNESCO in its Open File (2001, 52-53), it is imperative to foster on teacher and other professionals in service training since inclusive education practices are new in our country. Rouse (2017, 7) argues that the current context in which teachers are working is one of rapid change. All areas of education have changed during the past decades, with major

changes to the role of teachers, together with the introduction of new approaches to the curriculum and assessment. In addition, the legislation has seen changes in how difficulties in learning are conceptualized from special educational needs to additional support for learning. These changes have involved the development of new understandings about the interactive nature of children's needs and a shift in focus from 'what is wrong with the child?' to 'what does the child need to support his/her learning?' Such developments have substantially affected the professional identity as well as the roles and responsibilities of many teachers. It has also implications for how teachers are trained and supported in their professional development.

Researchers identified the issue of training, or lack thereof, as a hindrance to inclusive classrooms. In fact, training of both special and general education teachers needs to be ongoing and individualized for the unique needs of specific students and classrooms. School leaders must provide opportunities for training to teachers and staff for building the capacity to support all students in inclusive settings. The training must also include ways to differentiate instruction and learn collaboration techniques. The inclusion model seems to be gaining more acceptance and teacher education programs need to provide the training and supports to prepare teachers to serve in inclusive classrooms. Both general and special educators feel that knowledge barriers exist in inclusive classrooms whereas a number of general educators do not feel equipped to work with students having special needs [Jill (2012, 21) reiterating the ideas of Roberts and Teigland (2008), Causton-Theoharis and Theoharis (2008), Austin (2001) and Hines, 2001)].

#### **4.1.7 Teachers Expectations**

Teachers reported to have positive attitudes towards disabilities, as the research has shown; 100% set high expectations for students with special educational needs and disabilities. They were confident that those students are able to succeed according to objectives which were set for individual abilities and disabilities. Among respondents 91.7 % confirm that students with SEN are motivated as well as their peers without SEN, and motivation is a key factor for success.

**Table 4 - 7: Views on Teachers’ Expectations**

SN	Statement	Response										TOTAL	
		SA	f (%)	A	f (%)	D	f (%)	SD	f (%)	N	f (%)		%
6	Students with SEN are motivated as well as their peers without SEN.	9	75.0	2	16.7	0	0.0	0	0.0	1	8.3	12	100
7	Students with SEN succeed likewise as their peers without SEN.	2	16.7	5	41.7	4	33.3	1	8.3	0	0.0	12	100
8	Teachers sets high expectations for all students’ performances for those with and without SEN.	3	25.0	9	75.0	0	0.0	0	0.0	0	0.0	12	100

**Source: Researcher’s Primary Data (May 2017)**

Findings in this research revealed that teachers are confident that students with SEN are able to succeed in accordance with assigned objectives with respect to individual needs. They added that:

*“In inclusive Education the success of students with SEN is considered according to objectives set for them, because it is not necessary for them to succeed like others. Students with SEN have got their objectives according to their abilities”.* Teacher F (Personal Communication, May 2017).

*“Some students with SEN cannot succeed like their peers without SEN but they have many things they succeed in for daily life”.* Teacher B (Personal Communication, May 22<sup>nd</sup>, 2017).

Baranek (1996, 3-5) confirms that student motivation affects every aspect of school life, from attendance, to academic performance and extra-curricular activities. Promoting the greatest student motivation possible is extremely important for every teacher. In research conducted

during the last 50 years, it has been found that intrinsic and extrinsic motivation have different effects on education. The presence of intrinsic motivation produces many behaviors that result in school success like sustained interest in tasks, risk taking, and the conquering of new challenges. Children with learning disabilities have even been shown to perform at levels higher than what was expected by psychological tests. External rewards, however, tend to have negative effects in school. Different forms of extrinsic motivation tend to take attention away from the most important aspect of school; a child's learning. Rewards can undermine intrinsic interest in an activity, and even deter a person from returning to an activity later on.

The idea behind the question number 7 was that if students with SEN and without SEN can have similar performances and this study found that both categories of students are confident in their endeavor, because at the end of first trimester the student of P. 4 ranked the first performer in her class even though she has multi disabilities.

*“She had motion problems associated with mental health and while moving her body was shaking. She began in a wheel chair, and due to habilitation services she received; now she has performed to move with crutches”.* Head teacher (Personal Communication, May 22<sup>nd</sup>, 2017).

Although the child had multi disabilities, she was motivated and interested in her schooling to the extent of becoming the best performer in her class.

#### 4.1.8 Teaching/Learning Resources

**Table 4 - 8: Teachers’ views on Teaching/Learning Resources**

SN	Statement	Response										TOTAL	%
		SA	f (%)	A	f (%)	D	f (%)	SD	f (%)	N	f (%)		
9	The school provides sufficient teaching/learning materials for students with SEN.	4	33.3	8	66.7	0	0.0	0	0.0	0	0.0	12	100
10	Teaching/learning materials are manufactured by teachers.	7	58.3	5	41.7	0	0.0	0	0.0	0	0.0	12	100
11	Teaching/learning materials are manufactured by teachers in collaboration with the surrounding community.	9	75.0	3	25.0	0	0.0	0	0.0	0	0.0	12	100

**Source: Researcher’s Primary Data (May 2017)**



Teachers mentioned that the school tried to find all necessary materials and resources, but there was need for other partners to help them in order to find out the missing ones; since some students cannot get all needed materials due to parents' poverty. However, they confirmed 100% that the school provides sufficient teaching/learning materials for students with SEN and those which are not provided are manufactured by them in collaboration with community members. There is a need to equip the resource room with modern technology devices and softwares as it was noticed by the Head Teacher.

*“We need a modern resource room equipped with ICT tools so that our students can lean with modern technology. As you can see, our resource room is equipped with traditional equipments only which are manufactured through improvisation of teachers helped by parents”* Head Teacher (Personal Communication, May 22<sup>nd</sup>, 2017).

According to Akungu (2014,15), material resources include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on.

There is a very strong positive significant relationship between instructional resources and academic performance. Schools endowed with more materials performed better than schools that are less endowed. In one study it was discovered that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Researches also support that students' performance is affected by the quality and quantity of teaching and learning materials, and noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment [(Akungu, (2014, 16) reiterating the ideas of Atkinson 2000), Adeogun (2001), Babayomi (1999) and Mwiria (1985)].

A resource room provides instructional and education support for students with various disabilities. The resource room is a specially equipped and staffed room in a regular school

where learners with disabilities, individually or in small groups, can receive specialized instruction or equipment when it needed.

Courtney and Rick (2017, 4-6) describe the ideal Resource Room: It must be receptive and nonjudgmental with student centered environment that encourages independence. Learning should be centered around each student's individual learning style and provides for some physical movement. It includes a wide variety of materials for creativity and variation in student learning, and encourages students to look to each other, as well as the teacher, for support in learning; provides consistency and structure as a foundation for the learning environment. It should connect the school experience with the greater world, and encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.

#### **4.1.9 Community Awareness in School life Involvement**

Research has shown that in Kamonyi community members are aware of the importance of Education for children with SEN and other disabilities. Parents of those students go regularly visit classes and some of them act as teachers aides as have reported 80% of those who have been interviewed. The school administrators and VGPIEK members has advocated for community and parents awareness and participation in the school life, and therefore people were aware that it was of great importance to know what their children learnt. Participants reported that there was a group of parents called VGPIEK which strongly participated in making teaching/learning materials and resources. This is valuable indication that people in Kamonyi understood their role in their children's schooling.

**Table 4 - 9: Views of teachers on Community Awareness in School life Involvement**

SN	Statement	Response										TOTAL	%
		S A	f (%)	A	f (%)	D	f (%)	SD	f (%)	N	f (%)		
12	The community is aware of the importance of their participation in the study of their children.	11	91.7	1	8.3	0	0.0	0	0.0	0	0.0	12	100
13	The community is happy to participate in the manufacturing of teaching/learning aids (they are not forced to participate).	9	75.0	3	25.0	0	0.0	0	0.0	0	0.0	12	100
14	The members of community surrounding the school receive motivation from the school management to participate in school activities.	4	33.3	6	50.0	0	0.0	2	16.7	0	0.0	12	100

**Source: Researcher’s Primary Data (May 2017)**

Teachers confirm 100 % that the community was aware of the importance of their participation in the study of their children and that they were happy to help teachers to manufacture teaching/learning aids. The members of the community were not forced to participate and receive no motivation from the school management or CEFAPEK, but they have been sensitized to take part in the education of their children at school.

Having a comprehensive approach to partnerships between schools, families, and communities allows schools to build on their strengths. A comprehensive approach fosters positive attitudes about the school and about families and community members because it respects the varying capacities of the school population as a whole. Actions and activities related to the Six Types of Partnerships that are suggested below are intended to provide school staff and others involved in planning with ideas that other schools have used successfully to increase involvement. There are hundreds of ways to reach out, create, and strengthen partnerships. Each school must design its own plan based on how far it has already come. Researches has shown that strong parent, family, and community involvement didn’t just happened and wasn’t limited to certain types of schools. People come into the school community with a variety of prior experiences with schools, conflicting pressures, and expectations. Some may have underlying issues of suspicion or other

conflicts that can affect the relationships between home, community, and school. Many schools have gone to the expense and effort of planning a series of events for parents and community members and have only two or three people attend. When this happens, school staff become disillusioned and begin to wonder if school partnerships are even worth the effort (Deborah 2000, 3).

Deborah (2000, 2) goes on in citing The Six Types of Partnerships Framework, developed by Joyce Epstein (1995) and her colleagues at Johns Hopkins University, is a useful model for analyzing and designing family-involvement programs. This framework describes the general categories of partnerships that exist between schools, families, and communities. They are:

1. **Parenting:** Helping families establish home environments to support children as learners.
2. **Communications:** The use of effective forms for school-to-home- and home to school communications.
3. **Volunteering:** The recruitment and organization of the school's volunteer program.
4. **Learning at Home:** Helping families assist their children with homework and recognizing other learning at home opportunities.
5. **Decision-making:** Including parents, students, and community members in the school decision-making process.
6. **Collaborating with the Community:** The identification and integration of resources and services from the community.

University of Cyprus Department for Children, Schools and Families (2017, 13), remind that most children have two main educators in their lives which are their parents and their teachers. Parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children's learning throughout school and beyond. The school and parents both have crucial roles to play. There is no universal agreement on what parental involvement is, it can take many forms, from involvement at the school (as a governor, helping in the classroom or during lunch breaks) through to reading to the child at home, teaching songs or nursery rhymes and assisting with homework. Overall, research has consistently shown that parental involvement in children's education does make a positive difference to pupils' achievement.

Research has shown a clear link between parent involvement and children's success in school and demonstrated a correlation between parent involvement and children's educational development, and subsequent intrinsic academic motivation. Even if parents are unable to assist their children with a specific subject area or skill, they can still play a vital role by encouraging students' feelings of competence and control and positive attitudes towards academics. Families can have a strong influence on a variety of school outcomes, including the development and maintenance of positive motivation (Usher, 2012, 1).

*“When parents believe in children's competence and have high expectations for them, provide the resources that children need to feel connected to others, and facilitate a sense of autonomy by supporting children's initiations and problem-solving, children's motivation is most likely to thrive,”* conclude Usher (2012, 1-2) citing Grolnick, Friendly, and Bellas (2009, 295).

The researchers note that parents' expectations about how well their children can achieve and their attitudes about the value of the task their children are working on can strongly influence children's motivation added Usher (2012, 2).

In view of this, Desforges and Abouchaar (2003, 13) confirm that pupils' achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighborhood influences, schools and other bodies like churches, clubs; are all implicated in shaping children's progress towards their self fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behavior, aspirations and achievements.

#### **4.1.10 Barriers to Learning and Development**

Some respondents mentioned that some infrastructures were not accessible to students with disabilities e.g. toilets. The concept of Universal Design in general, is to support all children in all places, not just specific children in specific places. Advocates of universal design would argue that designing a user-friendly school for people with disabilities and designing for people without disabilities should be one and the same; no visible difference would be apparent. Universal design also supports the use of school facilities for community functions. As these programs attract a wider range of people, from pre-school children to senior citizens, the tenets

of universal design ensure a more accommodating building. Functionally, meeting the needs of exceptional children can benefit everyone, as, for example, improving acoustics increases overall engagement and academic achievement for all students, or improved filtration and humidity control in heating and cooling. Systems intended to aid children with certain respiratory ailments also reduces seasonal allergies for many building users. Also consider that increased building security, for students who may be prone to leave the building unsupervised, also serves to control outsiders' intrusion into the building (Department of Public Instruction, North Carolina 2010, 8-9).

The following are the main ideas identified by respondents concerning the barriers they encounter while exercising their profession: they have highlighted not enough training in teaching/learning in inclusive schools especially in sign language and wished to have regular trainings so that they can acquire more skills to feel more at ease in inclusive setting. Some teachers 8.3 % mentioned that they have never been trained in SEN. They reported not having enough materials to accommodate different abilities and disabilities, for instance for students with speech and language impairments, they reported a lack of support services which may help in catering for all needs. Those services include speech and language therapy, Braille transcriber, Occupational therapy, ... They also mentioned that it happened to have students who have not yet developed daily life skills (hygiene, ...) and it becomes uncomfortable situation for the teacher and other students.

Among other barriers, they have mentioned the problem of time to cater for individual needs because of many learners with SEN in the class and some SEN which have not been assessed. This requires assistant teachers to help children with disabilities and other SEN especially for the training of daily life skills. They mentioned also the problem of school-home accessibility for those who live far from the school, as well as parents' poverty which makes that their children have not enough materials for adequate schooling.

#### **4.1.11 Achievements in Students Performance**

HI (2015: 11) declares that pilot schools have become accessible and disability friendly. Children and parents have understood the rights to education and importance of inclusive education.

Parents are playing an active role through social work and CBR activities. Furthermore, teachers have adopted inclusive pedagogical principles and approaches through the use of concrete material in class, increased use of visual aids (pictures, photographs and line drawings) to demonstrate new concepts, fun activities to help reinforce new ideas and cooperative learning.

Students' performances in G.S. Rosa Mystica were satisfactory and the inclusive practices have their impacts in improving the overall students' performances noticed the Head Teacher. In fact while looking for means to cater for individual needs other students without SEN achieve more and their achievements are raised. The school staff practice the SBI (School-Based In-service Training) which increases the students performances because teachers learn from their peers the best practices in teaching and learning especially in Inclusive Education settings. In the same spirit, the school G.S. Rosa Mystica received an award in 2015 at National Level by REB in partnership with JICA for SBI practice. For this, the school has been named the "model school" for Inclusive Education in Southern Province since last year 2016. Senior three leaving students have shown progress in their performances where in 2014 they succeed at 87%, and in 2015 and 2016 succeeded at 100% reported the Head Teacher.

### **4.3 Conclusion**

The school of the study tried to create inclusive school and parents, teachers and administrative staff were satisfied with the progress the school has made even though there is too much to do in order to eradicate all problems related to inclusion. It required all partners of Education to look for ways of enhancing inclusive practices so that each and every child can learn regardless of his/her abilities/disabilities.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter presented a summary of study findings and conclusion which largely focused on the main findings and possible answers to the research questions, It presented the strategies to enhance inclusive education, recommendations and areas for further study.

### **5.1 Summary**

Education System in Rwanda has been changing following the change of governments from the first Republic through the second and lastly the third Republic. During the first and second Republic there have been always inequalities based on regions, ethnics and gender; and children with disabilities were neglected as most of people thought that they were uneducable. This issue has been tackled by the third Republic, under the Government of National Unity which was established after the Genocide perpetrated against Tutsi in 1994. The current Government tried its best to eradicate such inequalities in all sectors of Education and has established the policies for Gender Equality as well as Inclusive Education; since the world today is adopting International Movements towards human right for all people. In our Country, Inclusive Education has not yet developed at a satisfactory level, even though some schools in some districts tried their best to cater for all children's needs; among those schools there was G.S. Rosa Mystica.

This study aimed at find out students with special educational needs who were enrolled in G.S. Rosa Mystica and explored resources which were at the disposal of students with special educational needs in the spirit of achieving effective schooling for all. Findings concluded that those students have been identified and the school community tried to find materials for teaching/learning, capable of accommodating for individual needs. Special Educational Needs have been assessed and those qualifying for IEPs received support services as required. The school community is aware of different needs of exceptional children and tried to find solutions; however, they demonstrated to have positive attitudes towards disabilities. The volunteers of VGPIEK helped in raising awareness of Kamonyi population on the ground of Inclusive Education such that almost the whole community understood the need for education for all.



CEFAPEK helped in habilitation and rehabilitation together with reflexology services which led to the creation of Inclusive Nursery School, then the first cohort arrives in Primary five (P. 5). Teachers and other school staff have been trained, and it is always required to have these trainings regularly. In G. S. Rosa Mystica they achieved through SBI (School-Based In-Service) trainings through which they tried to support each other, to share knowledge about pedagogical inclusive issues and the school has progressed towards excellence. This was illustrated by the fact that the school received a prize for being successful for SBI practices.

Positive attitudes towards disabilities made teachers and the administrators to set high expectations and believe that all students can learn and succeed, depending on the assigned goals. In order to accommodate for individual needs and interests, the school offered teaching/learning materials. For materials which can be found through improvisation, teacher together with parents and other volunteers of VGPIEK manufacture them. The community is actively involved in the school life and some parents act as assistant teachers while in follow-up of their children's progress of their children. Parents visit the school regularly and participate in various works of agricultural production to feed the boarding students, and other performs hygiene in the school compound and in the surrounding areas. Findings concluded that both students with and without SEN benefit from inclusion due to individualized teaching/learning promotion as well as other inclusive teaching/learning methods which permit other students to gain more knowledge and improve their performances to the best.

This study identified teaching/learning barriers encountered by those students and their teachers during teaching and learning processes. In terms of the barriers to inclusion, overall teachers' comments reflected the barriers within the school and classroom. Most often they reported, staffing levels, and time limitations; additionally accessibility, communication, and finances were noted. G.S. Rosa Mystica success in becoming a model inclusive school has been influenced by its commitment to recognizing these barriers and attempting to eliminate them or to find strategies that dealt with these challenges.

In summary, this study reflected the practice of a model inclusive school in Kamonyi by demonstrating the value in a range of education options for children with special needs and disabilities, exemplifying the pedagogical practice of using child-centred teaching and learning

strategies for children with varied abilities, and recognizing the importance of teachers' knowledge, beliefs, and skills. Enabling factors to create inclusive classrooms also included professional development, availability of learning materials, opportunities to provide student support, flexibility to implement the curriculum, and positive attitudes. Although the discoveries have been valuable, it is acknowledged that it is difficult to generalize the findings to other environments since this school is unique. It has access to medical services, financial support, and learning materials, as well as small class sizes and staff committed to inclusion which all contributed to the success of the school. However, the findings do validate that Rwandan children with SEN and disabilities can be educated within an inclusive setting which is a goal for all schools to strive towards.

The study found out that G.S. Rosa Mystica school administrators were faithful since the Government of Rwanda demonstrated that it was committed for Inclusive Education which grant them strengths to go ahead. As stipulated by the Head Teacher, their school is an inclusive education school model in Southern Province and for that the Ministry of Education accepted to provide funds in order to support its activities.

*“This year 2017, MINEDUC granted 15 millions and we hope that they will continue for the incoming years”.* Added the Head Teacher (Personal communication, May 22<sup>nd</sup>, 2017).

With those funds the school will solve a number of problems and purchase some equipments hoping that the funds shall be attributed on annual basis.

## **5.2 Conclusions**

The general view from the findings is that inclusion of the learners with special needs could be possible. With reference to the above results, inclusion of the children with special needs in those schools was achieved through the contribution of several factors. Among the key ones include:

Sensitization: sensitization emerged as a strong factor in inclusion. The entire community which had earlier been compounded with fears and negative cultural beliefs transformed their fears into hopes and willingness to participate in inclusive activities. They have since discarded their negative cultural beliefs. As a result, their attitude and approach towards PWDs has changed positively. Sensitization may not have been done in many other parts of the country where

inclusion is viewed negatively. Unless the government reaches out to the educationists and other stakeholders in education through creating awareness, implementation of inclusive education would probably be always resisted even when the policy is put in place.

**Positive attitudes towards disabilities:** From the results above, it could be depicted that attitudes of teachers, administrators and community towards people with disabilities were positive. This is an indication that for successful implementation of Inclusive Education the attitude of the teachers and other stakeholders should be positive, and when that is the case; the access to education for children with SEN would be guaranteed.

**Staff Professional Development:** Availability of trained teachers in special needs education (SNE) is essential factor in inclusion. Training of teachers in SNE enabled them to acquire skills and knowledge to support learners with special needs. This factor contributed strongly towards successful inclusion of children with SEN in the school of the study. Teachers were able to utilize their skills and knowledge to adapt or prepare teaching/learning materials using locally available materials. Learning activities were also adapted to suit learners' needs. However, the results revealed that only 8.3% of teachers had not been trained.

**Resources/environment and financial support:** availability of appropriate resources (be it human or material) and other teaching and learning materials suitable to the needs of all learners are necessary in an inclusive setting. This would enable all learners to learn effectively. It was evident that the school had strived to adapt the physical environment to make it accessible and more conducive for learning. For continued provision of appropriate resources/materials for children with SEN to learn effectively, financial support is necessary. Without financial support to the schools, then it would be difficult for the school administrators, teachers and the parents alone to maintain those resources and provide the required materials to the children with SEN as need may arise. For successful implementation of inclusive education therefore, there is need for financial support.

The study was done to establish the barriers that could hinder inclusion; the findings concluded that there were some parameters which needed to be addressed before the practice of inclusive education. These include; sensitization, training of teachers, availability of resources, school

administrators and teachers attitude among others. Unless the parameters which impede the practice of inclusive education are addressed more children are likely to be excluded from education opportunities.

### **5.3 Recommendations and Suggestions**

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school. Within inclusive schools, children with special educational needs should receive whatever extra support they may require to ensure their effective education. Inclusive schooling is the most effective means for building solidarity between children with special needs and their peers. Assignment of children to Special schools or special classes or sections within a school on a permanent basis should be the exception, to be recommended only in those frequent cases where it is clearly demonstrated that education in regular classrooms is incapable of meeting a child's educational or social needs or when it is required for the welfare of the child or that of other children (UNESCO, 1994, 11-12).

A number of suggestions have been raised:

1. The school came across with some barriers related to the number of students with SEN per class while their wish was to have not more than 4 such students. However, since the community became aware that children with SEN could learn, the number exceeded and there could be found in a class 5 or 6 students with SEN and disabilities; although the school didn't have sufficient staff. The school administrators have talked to parents and asked them to provide some supports which would need an assistant teacher on volunteer basis, but they cannot expect that this kind of assistance would be sustainable since those parents don't get a motivation for that support, as it was an arrangement they made with parents while they were waiting for another alternative. Only 2 assistant teachers were in nursery school whereas

there 4 classrooms and the school wish was to have an assistant teacher for each class in all levels, i.e. nursery, primary and secondary.

2. The school tried to organize trainings for teachers through SBI but they wish MINEDUC could intervene so that they can benefit from other kinds of frequent and regular trainings for teaching and learning approaches in inclusive settings.
3. Sign language specialist should be hired and included on the payroll because when the school hires such specialist by its means and on part time basis it is too expensive. Braille specialist was needed also, as so far they have received a visual impaired child and after equipping him/her with Braille basic skills; he/she was referenced to Gatagara centre in Rwamagana because in G. S. Rosa Mystica they don't have skilled people to cater for visual impairment teaching/learning.
4. The resource room is mostly traditional and a modern resource room is required which would be equipped with ICT tools and the school requested the Ministry of Education to provide the support.

#### **5.4 Strengths and limitations of the study**

The strengths of this study relied on the outputs from the research findings which were beneficial to the education sector, community members and decision makers. In fact a number of schools would realize that to start inclusive school was possible and people need to change attitudes and realize that when students with SEN get support, they can learn to the maximum potential. The community would learn that children with SEN have to enjoy their rights among them there is education and stop stigmatization of people with disabilities to allow them to participate in all aspects of social life. Education sector and its stakeholders would have to ensure that inclusive policies were implemented, and that support services were provided, so that all children with different abilities and disabilities could enjoy teaching/learning and gain successful lives.

Limitations come out in the sense that it was not possible to visit inclusive schools in other districts in order to get general view of what was happening in those schools. In fact Kamonyi district was in advance in matter of exercising inclusive education as confirmed Mr. Camille KANAMUGIRE the Regional Inspector in Southern Province (HI, 2015, 15-16). Money and

time were also the limiting factors since the researcher could not devote sufficient time to the research study due to other daily duties related to the work, and it appeared to be costly to visit as many schools as possible.

## **5.5 Conclusions**

This study realized that the school of investigation achieved inclusion due to community sensitization and positive attitudes towards people with disabilities of the school administrators, teachers and the community at large. The following areas are suggested for further investigations since the study could not explore all areas related to the topic:

- The role of Students' Motivation and Teachers Expectations for the Success of Inclusive Education.
- The Impact of Resources Availability on Inclusion Practices
- Inclusive Education made possible: Factors Connected with Schools Administrators for Successful Inclusion

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## APPENDICES

### Appendix 1: Informed Consent Form

I am NIRAGIRE Dancille, a student in Masters of Education-Special Needs Education at University of Rwanda, College of Education. I am conducting a research about “Towards Effective Schooling for All: An Assessment of Opportunities For Rwandan Children With Special Educational Needs through Rosa Mystica School, Family and Community Project”. This research aims at finding out students with SEN who are enrolled in G.S. Rosa Mystica. It searches to explore resources which are at the disposal of those students, and to identify teaching/learning barriers encountered by those students and their teachers during the process of teaching and learning in order to meet learning outcomes. Lastly, the study aims at identifying the possible solutions to the problems if any.

Basing on above challenging factors, I would like to have with you an interview which has to take less than one hour on matters related to the above factors. As participants, you are free to answer to any question and I will type your answers. I will also record your voices if necessary. Your answers will be used for the research purpose only and will be treated with confidentiality.

Therefore, if you accept to share with me your experience about the assessment of opportunities for Rwandan Children with Special Educational Needs in the spirit of effective schooling for all, then according to my explanations that I have given to you, we can start the interview. Any way do you wish to participate to this interview?

## **Appendix 2: Interview Guide for Parents**

Is your child having special educational needs? /Umwana wanyu yaba afite ubumuga bumubuzza kwiga neza? Ni ubuhe?

How and when have you noticed that your child has developmental problems? /Ni ryari kandi ni gute mwabonye ko umwana wanyu afite ibyo bibazo?

In our country, during the previous decades, students with special educational needs were ignored and parents used to hide them so that they cannot be seen. Have you had such an attitude? /Mu gihugu cyacu abana bafite -a barahizwaga ndetse ababyeyi barabahishaga kugira ngo abaturanyi n'abandi bantu batababona. Byaba byarabayeho?

If yes, how did your child come to access school? /Niba ari byo umwana mwamujyanye ku ishuri bigenze gute?

If no, how have you come out to accept that situation? /Niba atari byo, umwana mwamwemeye gute kugira ngo mwumve ko ari umwana nk'abandi?

Do you participate in teaching/ learning processes of your child? If yes how? Who has advocated for your participation in schools activities? If no why don't you participate? /Mujya mukurikirana imyigire y'umwana wanyu? Mubikurikirana mute? Ni nde wabakanguriye kubikora? Niba mutabikora ni ukubera iki?

Is your child performing well? How was it in the first instances? Is there any progress as compared to the results in the previous years? /Umwana wanyu atsinda amasomo neza? Hari icyo yiyungura ugereranyije no mu myaka yabanje?



### **Appendix 3: Interview Guide for Head Teacher**

Why did you think of making this school inclusive? /Kubera iki mwatekereje gushyira muri iri shuri uburezi budaheza?

When did you introduce inclusive practices? How (procedures) /Uburezi budaheza mwabutangiye ryari? Mwabigenje mute?

What types of special educational needs do children have? /Ni ubuhe bumuga abana bafite?

How those special needs have been identified? Ubwo bumuga mwabutahuye gute?

Do you have Individual Assessment Plan for your children? Mufite uburyo bwihariye mukurikirana buri munyeshuri ufite ubumuga?

What support services are given to students with special educational needs? /Ni ubuhe bufasha buhabwa abo banyeshuri?

Is there any financial or material support does the school receive from different stakeholders? What are those supports and where are they from? Hari inkunga y'amafranga cyangwa y'ibikoresho mubona bituruka mu bafatanyabikorwa batandukanye? Ni izihe nkunga mubona niba zihari? Zituruka he?

Is there any difference in performances for children with and without special educational needs? /Hari ikinyuranyo mu mitsindire y'abana bafite n'abadafite ubumuga?

If yes, why is there any difference/ Niba ari byo, biterwa n'iki?

If no, what strategies have you put into place to overcome this problem? /niba atari byo n'ubuhe buryo mwakoresheje kugira ngo batsinde ku rwego rumwe?

What is required to achieve total inclusive practice where all learners achieve in their differences/ Hakenewe iki kugira ngo ubwo burezi bugerweho ku rwego rushimishije?

## Appendix 4: Questionnaire for Teachers

Dear respondent,

Greetings !

I am NIRAGIRE Dancille, and am conducting a study on the topic named “Towards Effective Schooling for All: An Assessment of Opportunities For Rwandan Children With Special Educational Needs through Rosa Mystica School, Family and Community Project”. This research aims at finding out students with special educational needs who are enrolled in G.S. Rosa Mystica. It will explore resources which are at the disposal of those students, identify teaching/learning barriers encountered by them and their teachers during the process of teaching and learning; in order to meet learning outcomes. Lastly, the study aims at identifying the possible solutions to the problems if any. Please complete this questionnaire accurately and truthfully. Your answers to this query will be treated with absolute confidentiality. Thank you very much!

Identification

Instructions

Don't indicate your name on the questionnaire but fill in your identification as requested:

Age: .....

Gender: .....

Teacher's Level of Study: ..... (e.g. A2, A1, A0, ...)

Teaching Level: ..... (e.g. nursery, primary, secondary)

Answer all questions below

Answer the questions by encircling the number corresponding to the extent at which you agree or disagree with the statements below. The numbers and corresponding assertions are as follows:

*1= Strongly Agree.*

*2= Agree*

*3= Disagree*

*4=Strongly Disagree*

The last question is on open ended question. Feel free to respond to it

SN	Statement	
1	I am aware of different abilities of my students.	<i>1= Strongly Agree.</i> <i>2= Agree</i> <i>3= Disagree</i> <i>4=Strongly Disagree</i>
2	Students' special educational needs have been identified and teachers are aware of the kinds of SEN are encountered in their classes.	<i>1= Strongly Agree.</i> <i>2= Agree</i> <i>3= Disagree</i> <i>4=Strongly Disagree</i>
3	The teaching/learning process is individualized to meet all learners needs and interests.	<i>1= Strongly Agree.</i> <i>2= Agree</i> <i>3= Disagree</i> <i>4=Strongly Disagree</i>
4	I have been trained in Special Needs Education.	<i>1= Strongly Agree.</i> <i>2= Agree</i> <i>3= Disagree</i> <i>4=Strongly Disagree</i>
5	I feel comfortable in teaching in inclusive classes.	<i>1= Strongly Agree.</i> <i>2= Agree</i>

		<p><i>3= Disagree</i></p> <p><i>4=Strongly Disagree</i></p>
6	Students with SEN are motivated as well as their peers without SEN.	<p><i>1= Strongly Agree.</i></p> <p><i>2= Agree</i></p> <p><i>3= Disagree</i></p> <p><i>4=Strongly Disagree</i></p>
7	Students with SEN succeed likewise as their peers without SEN.	<p><i>1= Strongly Agree.</i></p> <p><i>2= Agree</i></p> <p><i>3= Disagree</i></p> <p><i>4=Strongly Disagree</i></p>
8	Teachers set high expectations for all students' performances for those with and without SEN.	<p><i>1= Strongly Agree.</i></p> <p><i>2= Agree</i></p> <p><i>3= Disagree</i></p> <p><i>4=Strongly Disagree</i></p>
9	The school provides sufficient teaching/learning materials for students with SEN.	<p><i>1= Strongly Agree.</i></p> <p><i>2= Agree</i></p> <p><i>3= Disagree</i></p> <p><i>4=Strongly Disagree</i></p>
10	Teaching/learning materials are manufactured by teachers.	<p><i>1= Strongly Agree.</i></p> <p><i>2= Agree</i></p> <p><i>3= Disagree</i></p> <p><i>4=Strongly Disagree</i></p>
11	Teaching/learning materials are manufactured by teachers in	<p><i>1= Strongly Agree.</i></p>

	collaboration with the surrounding community.	<i>2= Agree</i> <i>3= Disagree</i> <i>4=Strongly Disagree</i>
12	The community is aware of the importance of their participation in the study of their children.	<i>1= Strongly Agree.</i> <i>2= Agree</i> <i>3= Disagree</i> <i>4=Strongly Disagree</i>
13	The community is happy to participate in the manufacturing of teaching/learning aids (they are not forced to participate).	<i>1= Strongly Agree.</i> <i>2= Agree</i> <i>3= Disagree</i> <i>4=Strongly Disagree</i>
14	The members of community surrounding the school receive motivation from the school management to participate in school activities.	<i>1= Strongly Agree.</i> <i>2= Agree</i> <i>3= Disagree</i> <i>4=Strongly Disagree</i>

15. What barriers do you encounter while exercising your profession?

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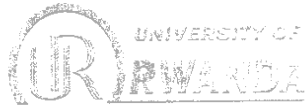
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Please kindly return this questionnaire

Thank you for your participation

## Appendix 5: To Whom It May Concern



**COLLEGE OF EDUCATION**  
*School of Education of SISENE*

### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**Re: J. NIRAGIRE MUNCILLE (Reg No 216355176)**

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

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

*Towards Effective Schooling for all: An Assessment of Opportunities for Rwandan Children with SEN through Rosa Mystria School, Family and Community Project*

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

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

Thank you for your cooperation.

Sincerely yours,

Done at UPECE on 23/05/2017

Signed.....

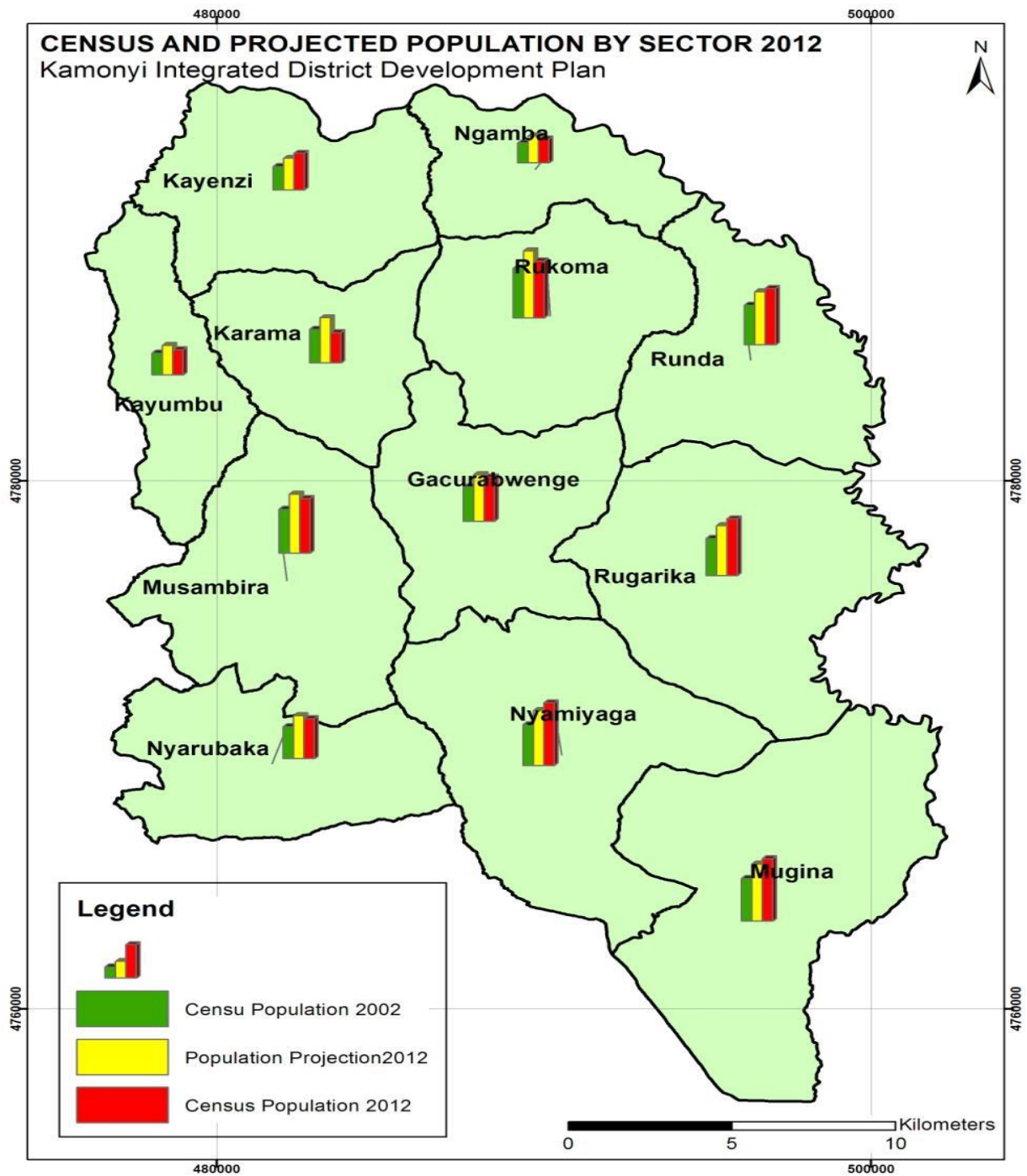
Dr. Eváriste KARANGWA

Dean, School of Inclusive and Special Needs Education

Email: karangwa28@gmail.com

Tel: 0785489767/ 0739140377

## Appendix 6: Map of Kamonyi District





**CONGREGATION DES SOEURS BERNARDINES  
CISTERCIENNE D'AUDENARDE**

B.P 540 Kigali - Rwanda  
INCLUSIVE SCHOOL G.S ROSA MYSTICA  
KAMONYI DISTRICT.



## **ACTIVITIES OF INCLUSIVE EDUCATIONAL LABORATORY CENTRE KAMONYI**

**(I.E.L.C –Kamonyi)**



### **CONTACTS**

**Email: [cefapek@yahoo.fr](mailto:cefapek@yahoo.fr)**

**Tel: 0788484453/0783279374**

**Together develop our Synergy and support the Inclusive Education initiatives**