

**AN ANALYSIS OF FACTORS AFFECTING THE PROVISION OF SPECIAL
EDUCATION NEEDS IN EARLY CHILDHOOD EDUCATION IN RWANDA. A CASE
OF SELECTED SCHOOLS IN KAMONYI DISTRICT**

By

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**A thesis submitted to School of Inclusive and Special Needs Education in partial fulfillment
of the requirements for the Degree of Master of Education in Special Needs Education.**

University of Rwanda, College of Education

May 2022

DECLARATION

I declare that this work titled “AN ANALYSIS OF FACTORS AFFECTING THE PROVISION OF SPECIAL EDUCATION NEEDS SERVICES IN EARLY CHILDHOOD EDUCATION IN RWANDA. A CASE OF SELECTED SCHOOLS IN KAMONYI DISTRICT” is my own work and has not been submitted for any degree or examination in any other high learning institution, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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APPROVAL

This research has been submitted with my approval as the university supervisor.

Supervisor: Dr. Suubi Patrick

Sign _____

Date _____

DEDICATION

To:

My mother

My wife.

My friends.

And colleagues.

ACKNOWLEDGEMENTS

This work would not have been success without the love, care support, and guidance from various people. The following deserved special thanks.

First, the almighty God to whom I owe my life. Words are not enough to express my deepest appreciation for the love, care, and wisdom he provided in all endeavors, praise God for enabling me through my academic journey and carrying out this research.

I owe special thanks to my supervisor Dr. Suubi Patrick for undertaking a tiresome task of supervising my dissertation. Without you, this task would not have been accomplished. Intellectual thanks go to all friends for advices, encouragement, and help, you provided throughout this research.

Again, special thanks go to my family, especially my wife Diane IRIBAGIZA, my colleagues, my friends especially Manzi Odette, Munyaneza J.Pierre and Barthazar and all the staff at the Early Childhood and Special Needs Education Department University for their support.

God bless you

ABBREVIATION AND ACRONYMS

ECE:	Early Childhood Education
ECD	Early Childhood development
NST	National Strategy for Transformation
ESSP	Education Sector Strategic Plan
ECCE	Early Childhood Care and Education
ECDC	Early Childhood Development Care
EFA	Education for all
IQ	Intelligent Quotient
IE	Inclusive Education
IEP	individualized educational program
UNICEF	United Nations International Children's Emergency Fund
MINALOC	Ministry of Local governance
MINEDUC	Ministry of Education
UNESCO	United Nations Educational Science and Cultural Organization
SNE	Special Needs Education
SEN	Special Educational Needs
SLD	Specific Learning Difficulty
WEFDFA	World Education Forum and the Dakar Framework for Action
WVI	World Vision International
USA	United State of America

ABSTRACT

The purpose of this study was to examine an analysis of factors influencing the provision of special education services in early childhood education in Rwanda. A case study of selected schools in Kamonyi District. Specifically, the objectives of this study were to determine the factors affecting the provision of special needs education in Early childhood education settings in Kamonyi District, to find out the effect of teaching and learning materials in the provision quality ECE to children with special educational needs in Kamonyi District, and to assess the effect of the use of approved curricula in the provision to SEN children in ECE settings . The study population consisted of 102 individuals, including preprimary teachers primary teachers ,four head teachers and 2 district education staffs. With regard to the impact of school infrastructure on the quality of teaching and learning, the survey found that respondents agreed that schools with adequate infrastructure perform well both academically and socially, with a majority of 51% agreeing. In addition, the survey also showed that a large number of respondents strongly agreed with the statement about the impact of learning materials. The lack of appropriate learning materials affects the quality of learning for pupils with special needs, with the majority of respondents strongly agreeing (92%) and agreeing (8%). Finally, the survey also highlighted the impact of curriculum implementation according to teachers. The majority of respondents strongly agreed (74%) and agreed (13%) with this statement, while 5% disagreed and 5% strongly agreed with this statement respectively. Thus, the majority of respondents (62%) agreed with the emphasis on teaching methods for SEN pupils. Based on the results, it was concluded that the lack of teachers trained in special education to deal with SEN pupils has had a negative impact on the achievement of SEN pupils. The study recommended that the government provide special training to all teachers in all pre-school classes to deal with pupils with SEN.

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CHAPTER ONE: GENERAL INTRODUCTION

1.0 Introduction

The chapter presents the background to the study, the problem statement, research objectives which include general and specific objectives, research questions, significance of the study, the scope of the study and structure of the study.

1.1 Background of the study

Education has always been at the center of the government agenda in Rwanda, and much research has been done on the education of young children. The study, however, comes from a government that has introduced Early Childhood Education (ECE) into the mainstream education system

Many terms have been used in politics, class, strategy, research and reporting to provide early childhood services. For example, UNICEF (2001) uses Early Childhood Development (ECD), the World Bank uses Early Childhood Care (ECCE) (Lambert, 2014). World Vision International (2002) uses “Early Childhood Care for Development (ECCD)” while UNESCO (2004) uses “Early Childhood Development Care (ECDC)”. Many seem to be different in some ways, all focusing on the same thing, the early years of a child's growth and development. Although these terms can be used in the same way, it would be necessary for these organizations and researchers to come up with a consistent term for easy consistency. In accordance with the provisions of the law (General Laws 94-142), special education is provided to students with the following disabilities: mental, physical, emotional, linguistic, social and behavioral or behavioral disorders. Special education is provided based on the disability/neglect of the child. (Henri, 2010).

Educational institutions for children with special needs will thrive there. infrastructure and the provision of additional facilities if necessary. According to Walvoord (2010), the child as an individual will be assessed and evaluated through an interdisciplinary approach to achieve a specific education plan (PEI) to meet all the needs of the child.

Cohen (2007) calls for a holistic approach to assessment and evaluation aimed at reconciliation. Witt (2008) argues that a parent or guardian should use educational materials that include sending a child with special needs to the appropriate educational institution, or depending on the material, and asking the appropriate educational institution. The Education Department in conjunction with the Health Department and the Department of Social Welfare are required to carry out pediatric assessments on arrival, as well as regular pediatric assessments.

Access to primary education, which is the level of primary education, is a right for all children between the ages of one and five (Swedish Education Act, 2010: 800; Swedish National Institute of Education, 2011). In Rwanda, the percentage of primary school enrollment in private schools (%) in Rwanda was 37.94% in 2018, according to World Bank Standard Development Standards, which were compiled from official markets. (World Bank, 2020). Primary and secondary enrollment in primary schools is expressed as a percentage of all students (public and private) in primary schools. "Private" refers to all educational institutions that are not run by the government, whether or not they are government funded. (Business Administration, 2021).

The National Primary School Policy does not explicitly use the idea of education as a goal, objective or method, but it does say that every child has the right to education, support and access at primary school near his/her home. He also points out that a child with a disability will soon get a place in primary school. Pre-primary schools (e.g., pre-primary) follow after school and last for one year. It offers three hours of educational and fun activities in the morning and usually takes place in class. About 95% of all 6-year-olds attend primary school. Its main responsibilities are to promote development and learning, provide opportunities for play and social interaction, and prepare children for school. Primary school policy is integrated with school policy and leisure. (Samsong, 2015).

In Rwanda, inclusion is applicable at all levels of education pre-primary education, primary education, secondary and higher education although there are still lack of some materials to adequately cater for children with special needs especially those with disabilities. In Rwanda, pre-primary education lasts for a period of three years for children between the ages of 3 and 6, in the framework of encouraging their socialization and stimulating their senses (Republic of Rwanda, 2012).

In Rwanda, the application for action is necessary at all levels of primary, secondary, and higher education, as long as the applicant does not have a panic attack on certain structures adapted or inflicted on particulate matter, notably or handicapped children. In Rwanda, the primary schools consecrate a period of three years or children between the ages of 3 and 6 years, while others encourage and autonomize their children (GoR, 2012).

1.1. Problem statement

Existing early learning programmes, such as childcare, pre-schools and kindergartens, are sometimes poorly integrated with early intervention services and supports. As a result, families face barriers to accessing childcare and pre-school education when their children have special educational needs. In order to receive intensive pre-school education, many families keep their children out of pre-school programs. In addition, the lack of childcare places and the inconsistent quality of childcare have led to limited choices for families. For children with disabilities,

These options are even more limited, as the offer of a childcare place often depends on the attitude of educators and caregivers, as well as the ability of facilities to keep childcare fees low, to offer a program that meets a variety of needs, and to cooperate with other professionals who can support these children. While many children's centers have integrationist policies in place and schools have been moving towards integrationist practices since the 1980s, this does not guarantee that these policies will be implemented.

Rwanda's vision for early childhood is for all infants and children to reach their full potential for development: mental, physical, social and emotional (Save the children, 2013). According to UNICEF (2016), it is difficult for children with disabilities to attend school because they have to walk to school and many schools are far from their homes. Due to the long distances, children under the age of 6, especially children with disabilities, are denied the opportunity to attend pre-school education (UNICEF, 2016). This in turn contributes to the high number of children with disabilities who are too old to attend schools (Save the children, 2013).

Following MINEDUC's directive to introduce pre-school education in primary schools, some public schools in Rwanda have started to introduce education for pupils with special needs in primary schools. However, there seems to be a lack of information on how early childhood education is provided in mainstream primary schools. Therefore, this study aims to investigate

the factors influencing the provision of early childhood education in selected government and private schools in Kamonyi district, Rwanda.

Research objectives

1.4.1. General objectives

The aim of this study is to investigate factors affecting the provision of special education needs services in early childhood education in Rwanda.

1.4.2. Specific objectives

Therefore, the specific objectives were to:

- i. To explore the perspectives of Preprimary teachers and head teachers on the provision of special education needs services in Early Childhood Education in Kamonyi District
- ii. To ascertain the challenges faced by special education teachers in Early Childhood Education in Kamonyi district.
- iii. To investigate which parents and other stakeholders' factors that act as challenges affecting the provision of special education needs services in ECE of Kamonyi schools.

1.5. Research Questions

In order to get a complete picture of the factors influencing the provision of pre-primary education for children with special needs in the preschools of the Kamonyi district schools, the following research questions were explored:

- i. What are the perspectives of preprimary teachers and head teachers on the provision of special education needs in ECE in Kamonyi District?
- ii. What are the challenges in the implementation of special education needs in ECE in Kamonyi District?
- iii. Which parents and other stakeholders' factors that act as affecting the provision of special education needs services in ECE of Kamonyi schools?

1.6. Research Hypotheses

Learning at home is the most active involvement style for parents of children with education needs especially those with disabilities, of which checking the schoolwork has a highest score, followed by fostering a good living habit and chatting or playing with children, (Chen and Baker, 1996). In addition to that, parents, schools government and other stakeholders' involvement in education of children special educational needs earlier together with the improvement in learning process and daily living in the community of children would benefit the next generation of the nation.

1. If the IEP Process is a reality to parents, teachers and the school leader , and their ability to be engaged in its implementation. Centrally, there should be disengagement of them and stagnation of children.
2. The practice used by Kamonyi schools to develop collaboration between school administrations and parents in order to improve the welfare of children with IDs. In fact, academic life improvement of SEN depends on active participation of school administration government and parents and other stakeholders in planification and implementation of the activities that cater for each child's specific educational needs. Otherwise, this education plan seems to be unknown and unusable, because same members are not involved and abandon the task to only teachers. The following is the significance of the study.

1.7. Significance of the study

The study will provide useful information on the factors affecting the provision of special education in early childhood education in selected schools in Kamonyi district. The results of the study will be useful for educational institutions, policy makers and other stakeholders. This research will also contribute to existing knowledge on special education in early childhood education settings in Rwanda.

Furthermore, this research is of great importance to parents as well. This will help them understand their role in the education of their children from preprimary to secondary and their importance in informing their children, which is very important to evaluate them so that they can help early and make education more accessible to all. The study will also attempt to bridge the

gap in fundamental and basic education before highlighting the role of several actors, including the unified state, teachers and parents, in implementing the special education needed by daycare.

Scope of the study

This study strictly focused on factors affecting the provision of special education needs in early childhood education in Rwanda.

Geographically, the study was designed to cover 4 pre-primary schools; 2 public schools (G.S Mugina, G.S Rosa Mystica) and 2 private schools (Morning Star school and Manzi la Fraternite school) in Kamonyi District. As a matter of time scope, this study was carried out for a period of three years spanning from 2020 to 2022.

1.8. Organization of the study

This research project covers five chapters. The first chapter deals with the general introduction including the background of the study, the statement of the problem, the significance of the study, the objectives of the study, the research questions, the scope of the study and the present subchapter. The second chapter is the literature review. It is an overview of various ideas from books which relate to the topic of this study. Therefore, it includes ideas relating to factors affecting the provision of special needs education in ECE. The third chapter is the research methodology. It comprises the design of the study, the area of the study, the population of the study, the sample and sampling techniques, the instruments of data collection, method of data collection and methods of data analysis. The fourth chapter is data analysis and interpretation and the fifth chapter consists of summary, conclusion and recommendation.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter provides a description of key concepts and a review of existing issues that have been explored and studied by different authors about the topic. It is basically related to the views extracted from the books, internet and tables etc.

2.2. Definition of key concepts

2.2.1. Special needs education

Special needs education is education for all pupils with special educational needs, taking into account their individual learning needs and aiming at the full development of their abilities and their independence and social participation. Special education is provided in a variety of ways, including resource rooms, special classes (both in mainstream schools) and special schools, known as 'special education schools'. (UNESCO, 2011).

Each child is unique in terms of many developmental characteristics, such as personality, communication skills, interests and motivation in many areas of life. Children with special educational needs are children who are delayed or have barriers in reaching certain developmental milestones compared to their peers of the same age. They differ in terms of intellectual abilities, sensory, emotional and behavioural development, communication skills or physical characteristics, which means that they learn differently from others. (Kane, 2015).

2.2.2. Early Childhood Education

Early childhood education is a general term used to describe any type of educational program that caters to children in their preschool years, before they are of primary school age. Early childhood education can consist of a number of activities and experiences designed to stimulate Physical, social and emotional development, cognitive and language, moral and spiritual, Intrapersonal and interpersonal development in children.

At the grassroots level, early childhood education (ECE) encompasses all forms of education, whether traditional, for young children up to 8 years of age. (Henri, 2012)

2.3. Theoretical literature

Children need special education if they have a learning difficulties and higher disability than most children their age or if they have a disability that prevents them from using the tools (at school) that are generally intended for children of their age. Children with special needs, describes those who are different from normal or normal children in mental, cognitive, emotional and behavioral development, communication skills or physical characteristics. On the other hand, special needs education is education that makes appropriate changes to the curriculum, teaching methods, teaching materials, communication methods, or learning environments to address specific educational problems. (Credit, 2016).

Students with SEN especially those with disabilities spend less time apart from their peers and more time socializing and socializing in public school classrooms is known as the classroom setting. From 1989 to 2010, there was a 90% increase in the number of extraordinary students in the schools in which they live (Anderson, 2018). These classrooms include special students and traditional students with plenty of time to teach, less time, better responses after high school, and a better life for both communities as students learn to get along well with different people. (Anderson, 2018)

It is hoped that this will be achieved through the development of a unique program that combines philosophy, policy and special education and universal education to create a clear vision of a better education for all children with SEN.

2.4. Empirical review

The resulting agreement, popularly known as Salamanca, reflects the international commitment to universal education, affirming that those with special education should receive a regular education that should accommodate them in a pedagogy based on children able to meet their needs. Normal schools have a vision that includes how best to fight discrimination, create a welcoming community, build a united community, and reach out to all; moreover, they provide a better education for many children and improve their performance and eventually become more expensive in all educational programs” (UNESCO 1994).

The World Education Forum and the Dakar Framework for Action (2000) point out that governments have been asked to develop or strengthen national action plans for EFA, indicating a commitment to achieving goals and targets for action by 2015. He called for “clear steps to address the issue of special education for persons with disabilities, those with low educational attainment among girls and gender;

In many developed countries, educators are changing their way of teaching and the environment so that more students can be offered in general education. Therefore, special education in developed countries is often seen as a service rather than a place. Integration can reduce gossip and improve learning for many students.

In Rwanda, many children with a variety of educational needs are exposed to society. These include children with disabilities, gifted and talented children, people with various developmental disabilities, as well as children with a variety of internal problems. It is very important that the Rwandan community is sensitized to address the specific issues of children's education in order to have equal opportunities with their peers and to become independent and productive adults who are able to contribute to the development of their country. It is also important in their personal development. This is achieved when they are educated and trained because many are still immersed in ignorance and poverty.

2.4.1. Identifying students with special needs

Some children are easily identified as candidates for special needs based on their medical history. For example, they may have been diagnosed with a mental illness associated with a mental disability, they may have a different brain, they may have a developmental problem, they may be visually impaired, or they may have other disabilities.

On the other hand, for students with learning SEN, such as those with learning disabilities, there are two basic methods to identify them: different methods and responding to the intervention method. (Ferdinand,2012). The opposite pattern is caused by the teacher noticing that the student's achievements are reflected below expectations. Where a teacher can decide that a

student be cared for by a special education expert. Previously, the teacher must prove that he has succeeded in a few subjects.

Inadvertently, the student receives Special Educational Services on Learning Difficulties (SLD) if the student has at least normal intelligence and the student's performance is lower than expected for a student with an IQ. Although the reverse scheme has dominated the school curriculum for many years, this approach has been strongly criticized (Mascolo, 2015) by scholars. One of the reasons for this criticism is that assessing SLDs based on differences in IQ scores does not predict the importance of treatment. Graduates with low IQ also seem to benefit from treatment as well as those with lower grades with normal or advanced intelligence.

Alternatively, the response to the intervention identifies children with academic difficulties in first or second grade after the start of school. They receive additional support such as participation in the reading program. The children's response to this intervention is then whether they are designated as having learning special education needs. Those who still have problems can receive names and other help. Sternberg (1999) argues that early correction can significantly reduce the number of children who qualify for a disability.

2.4.2. Methods of provision of special needs education

Schools use a variety of means to provide exceptional service to students. This approach can be combined into four categories, depending on how you relate a student with special needs to a student with a special education needs (Dorval, 2010):

Introduction: Thus, students with special needs spend most of their time, or most of the day, at school with students who do not have what they need. Since independent work may require a major change to the general curriculum, most schools use it only for certain students with minor and incomparable problems, which is considered good practice. Special services can be provided inside or outside the standard room, depending on the type of service. Students may occasionally leave the regular classroom, immersed in a variety of teaching, classroom or other related services that may require special equipment or may interfere with other students, such as language and language treatment, occupational therapy, physiotherapy, rehabilitation counseling.

They may also drop out of mainstream school for private life activities, such as counseling with a social worker.

Integration refers to the practice of teaching students with special needs in the classroom and students with SEN at certain times based on their skills. Students with special needs are separated into different classes of students with special needs on the school day.

Separation in a special class or a class for students with special needs: In this way, students with special needs do not attend classes with students with disabilities. Separate pupils may attend the same school where regular lessons are offered, but spend the entire duration of the course only in a special school for pupils with various disabilities. If their special school is located in a mainstream school, they may have opportunities to socialize outside of school, such as having meals with students with disabilities. Alternatively, these pupils can attend a special school.

Exclusion: A student who does not follow any course in any school is expelled from the school. In the past, many students with special problems have been expelled from school. Exclusion still affects around 23 million children with disabilities worldwide, particularly in the poorest rural areas of developing countries. (UNESCO 1994).

2.4.3. Special schools

A special school is a school for students with special education problems due to learning difficulties, physical disabilities or behavioral problems. Special schools can be specially designed, staffed and empowered to provide special education to children with additional needs. Students in private schools do not attend any of the courses in higher education.

Private schools offer special education, which meets specific requirements. The number of students per teacher stays low, often 6: 1 or less depending on the needs of the children. Special schools will also have other institutions for children with special needs, such as playgrounds, classrooms or swimming pools, which need to treat students with special needs (Gabriel, 2011).

Recently, the number of places available in private schools has been declining as more and more children have special needs in higher education. However, there will be children with learning disabilities who will not be able to meet the needs of normal classrooms and will need specialist

education and facilities to provide the level of support they need. An example of a disability may require a student to attend a special school with a mental disability.

2.4.4. The effective Early Childhood Education provision

Children spend most of their school day "learning" and socializing with other children and adults (teachers). This means that the role of the adult and the other is important in the life of the child and plays a major role in providing opportunities for sustainable development including a safe and healthy environment, interaction and fellowship, support and time. All of these are important and important aspects of quality in childhood.

Beauty has become the talk of the town for the first time, especially in recent decades, since studies in the brain have shown that the experience of young children plays an important role in the position of the brain, thus affecting the shape and size of later childhood abilities. Recent research in neuroscience provides important evidence of the effects of early childhood interactions on childhood development. Mustard (2002) argues that "the weight of evidence suggests that the quality of life of a child, a young child and a young child is reflected in the early stages of developmental school and affects the ability to learn in school and to behave.

Ramphela (2002 cited in Young, 2002) argues that the energy the child receives in the early years and the growth of the child's brain will affect the "physical and mental health, the ability to learn and behave in their childhood and Adults. Evidence from previous years from brain research shows those early years are the key to laying the groundwork for the rest of your life.

In the ECCD Quality Assurance Standards, Myers (2001) refers to the number of children per teacher / educator; teacher's degree; environment; and programs and interactions such as measurements have a positive effect. In many countries, she says, it is better to have fewer children per teacher, as this allows older adults to take care of their children individually, which in turn is considered to promote better education. In the same way, if teachers are highly skilled, they should pay close attention to children. A positive environment based on living space, safety measures, availability of drinking water and cleanliness are good indicators. He argues that a good vision of quality is a curriculum, especially the quality of interaction between adults and children and the different types of opportunities and activities given to children and how groups

are organized; as well as determining whether the activities initiated by children or adults will affect the environment. Here are some quality elements that meet the ECE standards (Hay, 2012):

2.4.4.1 Environment

The environment for young children should be physically safe, nurturing, emotional and mentally stimulating for all children including SEN. The classrooms are well equipped with enough materials and toys. Well-designed layouts promote the selection of children from a long period of appropriate amenities. The classroom and playground invite all children to take lessons where they develop their skills through interaction with adults, other children and equipment. Tools and tools that support this learning are easy to combine with children's different interests, needs and abilities. Children and adults with special needs have an easy way in and out with equipment. In this context, the teaching team creates an atmosphere of acceptance and care and participation for the children individually, that is, their interests, strengths, abilities, culture, race and gender.

Maria Montessori, proponent of ECE, emphasized the need for an adequate environment. The Montessori method of teaching called for free activities in the “planned environment,” that is, the educational environment related to the basic human condition, the unique characteristics of children of different ages, and the individual, Paula Polk Lillard (2011). The functioning of the environment is to allow the child to develop in all aspects according to the internal rules of the mind. In addition to providing Montessori materials related to the age of children, Stop (1957) explains that the environment should reflect the following factors: Building according to the child and his needs, beauty and harmony, cleanliness of the environment, order , facilitation and mobility, reduction materials, so that only materials that help the child's development are included. Therefore, ECE-affiliated institutions must exhibit some of the characteristics to be prepared for the educational needs of young children in public and privet preprimary schools.

2.4.4.2. Curriculum for ECE

The preschool program allows children to better understand the subject while being able to make meaningful connections across many disciplines. These relationships materialize through the implementation of projects or themes. The content of the program is based on the observation of children's interests and questions that children ask or share with the environment. While textbooks and teaching guides can help, keep in mind that the real curriculum of childhood comes from living with yourself, Jayne (2006). Arts, music/travel, science, math, games, social studies, sand, water, theater and outdoor activities are offered daily.

The pre-kindergarten learning experience is integrated into a range of subjects and is complemented by a variety of cultural and non-sexual activities and tools that combine to meet the unique needs of young children, learners from English and handicapped children. The teaching methods are well thought out and designed to help children combine complex knowledge and skills. Communication is continuous throughout the day, with listening, discussion/feedback and encouragement to use ideas and solve problems. The main objective of the course is to emphasize the importance of the development of the child as a whole, in terms of learning, social, emotional, physical, vocabulary/intellectual development and cognition, including language/reading and writing, mathematics and knowledge.

ECE in Rwanda emphasizes "hands-on experience through the use of objects and models, interaction and nature through the study of living and non-living things in the world". 'environment' (GoR, 2013). The learning environment is in line with what is offered in primary schools to develop and support the relationship between early childhood and basic education. We therefore hope that this program will make learning in ECE institutions more effective and enjoyable as it targets a number of activities.

2.4.4.3 Assessment in Pre-school

Assessment is an organized process of gathering relevant information to arrive at legal and regulatory decisions (Sternberg, 2015). Child assessment is about trying to understand what a child can do and how to do it, as well as how a teacher works. After all, teaching and learning are

reciprocal and participatory processes that can only be determined by the quality of a teacher's teaching and the quality of a student's or child's learning (Kellough, 2014).

Assessment information helps to develop a plan to match the child's needs. The assessment takes place in the context of daily experience; from information and observation shared by family members. When a child leaves home and goes to primary school, the assessment continues as teachers and other staff observe and record behavior throughout the day. This has been collected in a way that informs how to support children's strengths and abilities and provides the foundation for parent-teacher counseling on child development. An assessment tool and a clear protocol for measuring children's development in all areas of learning are essential.

In the early years of childhood, development is so rapid that it is difficult to accurately assess the development of young children (Gober, 2012), and for this reason it assesses the levels of education of young children different from the ideas of education after years. Finding the right way to assess the development of young children can be a challenge for teachers and researchers. However, the Ministry of Education is required to provide guidelines for the examination of pre-school children in ECE institutions in conjunction with public primary schools.

2.4.4.4 Materials and Equipment

In early childhood, the child learns to adapt to the environment faster. Therefore, the environment needs to be mobilized and should have a variety of tools to stimulate and stimulate curiosity, benefit and promote learning. According to the Ministry of Women and Child Development, Government of India (Education Program, 2016), a good curriculum for young children should include some of the most important toys and learning materials including : sufficient for developmental equipment for overall development, equipment and equipment. those that are safe, clean and in good condition, a sufficient number of materials for students to work in small groups and should be easy to live with, tools that promote the development of strong and good knowledge and help the child to discover and explore, including building and rebuilding and should promote research and social integration as well as innovation through art, design, and more.

Adequate space is required when setting up teaching / learning institutions. Three basic components are needed: a place where the whole school can work together, a place where students can work independently, and a place where you can lead a small group led by a teacher. It is best to use the school schedule with a cut-off scale and materials to try out the different styles. It is important to tidy up the room to fit the needs of the children

2.4.4.5 Comprehensive ECE Services

Complete services are an important part of a good childhood program. These include health services, physical examinations, disease prevention, screening and screening, nutrition services, social services and counseling. These services are designed to meet the needs and needs of young children and their families. Complete services in the first language of the child should be provided to children from homes where the predominant language spoken is not English. Such services are needed in ECE institutions in conjunction with the central school system focused on the safety and well-being of primary school children.

2.4.4.6 Professional Development

Professional development services, especially for early childhood education and Special education needs are an important part of good developmental activities. These services must be robust, with year-round content, programs, strategies and continuity for early curriculum implementation based and special education services on appropriate pedagogical principles. Research can be found in teaching, learning and management, professional development activities focusing on areas related to the quality of work, such as teacher-child integration, child assessment, reading and early writing, math and science, English/language learners, students with disabilities. travel, art, family involvement, physical education, social studies, social and emotional development, principles of speaking and listening.

It is expected that professional development will be provided by the Ministry of Education, in collaboration with the district quality authorities, so that staff and teachers receive information to strengthen the implementation of the program in terms of teaching. , evaluation, community involvement, auxiliary services. , transitions and maintenance for all students At least four (4)

days of professional development for employees must be offered annually at ECE facilities to enhance program delivery.

2.4.4.7 Staff Qualifications

A strong relationship between employee experience, quality training, fair compensation, and well-documented program activities. Employees, teachers, social workers and leaders should have a thorough understanding of child development and how young children learn especially those with SEN. All preprimary school teachers are supposed to be having a valid school certificate . A special education certificate or license is required when instructing students placed in children with special educational needs (CSEN). The government should send enough certified ECE teachers to all ECE institutions, at least with a diploma.

2.4.4.8 Leadership and Administrative Supervision

The school administration should explain the philosophy to parents before school, staff and the community, and provide a source of support for staff and the community to facilitate opportunities for learning and development of all children regardless of special needs they have. In addition to this responsibility, the supervisor constantly reviews the quality of the program, implements inquiry strategies to reinforce teaching practice and foster the implementation of the curriculum. Accordingly, senior ECE teachers should be trained in early childhood education

2.4.5. The Importance of Early Childhood Education

The education of young children in recent years has been considered in various fields such as developmental psychology, cultural psychology, child research, cultural anthropology, history and philosophy (Johnson, 2005) . According to Clough, Nutbrown and Selbie (2008), research focuses on different aspects of children's lives because young children are born with the ability to understand the world around them if the environment is necessary and qualified teachers have. Moreover, Copple (1997) has the idea that the brain of children is ready to learn when all the conditions are met. For them, in the brain, the environment and genes play a major role in building the brain, so this vulnerable child needs to be supported with hands-on training to realize their full potential.

Younger schools are also important, especially for children from low-income backgrounds (Botta, 2009). He also pointed out that the benefits of early childhood education come from poor families, as their growth and school readiness play an important role. Additionally, when young children come from economically disadvantaged backgrounds, they benefit from a higher quality of early childhood education and better curriculum implementation, giving them early reading and math skills. , know better, behave better and help them to cope with their children of a higher level and in the middle of the economy.

Early childhood education trains children in relationships rather than just improving math and reading (Webb, 2003). In addition, the website (2003) clearly identifies learning partnerships for these children through primary schools in daycares and helps them learn the skills they need.

2.4.6. Challenges faced by special education teachers in Early Childhood Education

Research on special education has identified a number of employment-related issues (e.g., some characteristics of employment derived from rural employment (e.g., regional isolation, staff isolation, job segregation may contribute to the problems some leaders have in finding and retaining special educators in rural positions). (Hammer, 2003) and others, 2014).

Satisfaction of teachers is not only important because it is related to the recruitment of teachers and prevents them from continuing education services, but also because the satisfaction of teachers can affect the quality of education. Students with disabilities are given (Whitaker, 2000). Just as teacher satisfaction also plays an important role in the overall classroom environment, factors that affect teacher teaching become important information when they want to create a positive school environment (Harniss, 2001).

Extraordinary teachers have the highest rate of burnout. Burning rates are the answer to many of the most common problems that keep these teachers out of work. It is estimated that 75 percent of teachers with disabilities will retire within the 10 years they have started. The solution to this problem is the lack of extraordinary teachers and the lack of good programs for the students they serve. While a special education teacher can start a career to help students with disabilities become productive members, they face many challenges that make the job very difficult. (Mascolo, 2015).

According to Azzi (2009), in education, infrastructure provides the foundation for others. When it comes to infrastructure, it can also lead to other problems. According to a study by Comert (2007), one of the main problems with the implementation of the nursery program is the materials available in the school. According to a study by Gundogan (2002), in-service training organized by school administrators is not enough to inform teachers who are starting school about the latest in the start-up program for children. According to the study, it was found that the types of training in service teachers start out of school are given outside of the education of young children.

Therefore, the training in the services of the participating teachers will not help them to find answers to their questions about the implementation of the program. Cisneros, Cisneros-Chernour and Moreno (2000) in their research showed that primary school teachers are struggling to implement the curriculum for young children because parents fully believe in the education of young children as a playground and are not a place for self-education and self-care, and family cooperation. According to Stratoon (2008), the teaching experience of primary school teachers can also be a problem in the implementation of children's education.

2.4.7. Special Education Needs Provision within Mainstream Education

Not all people with disabilities can pursue higher education, and therefore need a unique approach to education. This special education can be offered in special schools or special day schools and is divided into different categories according to the special disability of people with disabilities with different disabilities. Special education should be given to at least one level of education such as the education of students with disabilities, and a level of education should be developed. (Sattler, 2014)

The purpose of special education is to allow all people with disabilities, especially those with communication disabilities ... severe or severe disabilities, and should be aimed at preparing them for education in the public school curriculum by integrating special education services in public education.

According to the Equal Opportunity Guidelines for Persons with Disabilities, Article 6 (9) states that special education may be adequate, especially for the deaf and / or blind because they need

special communication. This education can be offered in special schools, or special courses in regular schools. In any case, special education should not prevent them from following the general school curriculum, although it is important that early adoption of guidelines for effective communication skills be taken into account.

2.4.8. Special needs education in Rwanda

The Government of Rwanda is committed to the principle of promoting gender equality. It is in this context that it is the responsibility of the Ministry of Education to educate and train all groups left behind by children and youth, so that they can integrate and participate in all walks of life. Values are also the cornerstone of the educational policies of the educational institutions, with a view to promoting the development of facilitation for all students and caregivers to interact in a free and inclusive environment, where values, abilities and possibilities are considered, transcending racial, religious, social and economic differences; gender, disability, health, or other differences. (MINALOC Education Report, 2018).

It is the responsibility of the Ministry of Education to establish the necessary provisions and grants for the education of children and youth with disabilities, who are here to study and have special education (SEN). As a result, the existing Special Needs Education (SNE) policy and universal education (IE) are also the answer to the 2003 National Constitution as amended in 2015, which defines the right to education for all, including disadvantaged groups (Article 20)); was also amended to implement the seven-year state program: National Transformation Strategy (NST1) (Part no. 4, 62)), and then the Education Action Plan (ESSP - 2018 / 19-2023 / 24). In the context of addressing the country's economic development strategies, it aims to present a plan for the education sector to provide quality education opportunities, and to provide educational services to all, and so on. related to national development and goals. The first special education policy was formulated & approved in 2007. The policy is based on ESSP 2006-10 & Poverty Reduction Papers. Here there is a need to revisit the previous policy & up-date as there is a gap in the policy & many changes have taken place since then.

It is in this context that the Special Needs Education Policy (SNE) and Inclusive Education (IE) have been reviewed to provide a vision for education and a new leadership for its

implementation. Therefore, the current strengths and requirements in the provision of SNE and IE services have been assessed through consultation with key stakeholders and stakeholders in the sector, providing a viable and revised policy space, led by the Ministry of Education. focused on easy access, quality and equity in education services. The policy focuses on education topics and approaches to meet the educational needs of all groups that need special assistance beyond the traditional teaching / learning process, or those who are said to have barriers to participation in learning and development. (MINALOC, 2018).

Programs and teaching materials for students with special educational needs should be based on specific definitions that demonstrate their ability to learn. These should be seen as part of the Rwandan education system, which should include consideration of specific educational requirements, as well as care services provided at the neighborhood and community level, as well as in the early stages of development. health and/or identify the problem. In order to develop effective education and support services, the specially designed school (SESN & IE) will be developed to conduct special needs assessments for education, medical services, equipment and more. This will be implemented in schools and/or neighborhoods, and will gradually progress from the county level to the district level, until they are able to serve all students with special education during the early stages of Classes. (MINALOC Policy, 2019).

2.5. Theoretical framework

The idea behind this study is Vygotsky's theory of dysogenesis. It is a great opportunity to have a disability when you are studying and it is very important in practical activities and to understand developmental learning when you are studying for a student with a disability. According to Rodina (2006), Vygotsky developed a unique approach to education that is unique to psychology, related to the current good work on education that includes everyone in his or her views on dysontogenesis.

Lev Vygotsky's cultural-historical view focuses on the role of culture in the development of mental activities, such as speaking and thinking in children. His view is sometimes taken as a cultural orientation, which means that the idea emphasizes the importance of society and culture in the development of intellectual development (Vygotsky, 1983).

Vygotsky argues that the development of a child with a SEN is determined by the social status of his or her disability that provides a new direction for socialization / self-determination and a complete correction of children with special needs. It took Vygotsky several years to develop his unique vision of a model of the future of special education that could be called (in his words) "self-determination based on the distinction between good". In order to understand and appreciate his views on this issue, we need to understand the historical history of the development of this idea and Vygotsky's way of thinking (Yaroshevsky, 1993).

It is true that at the beginning of his career as a researcher and director, Vygotsky called for "normalcy through collaboration" for all children with disabilities, sometimes severely. In many ways his earlier writings had much in common with what is known today. (Gundis, 1996). Vygotsky strongly opposed what he called "prejudice based on the well-being of people with disabilities" - a call he heard in Stalinist Russia (McCagg, 1989), but was widely praised after a century. Later in the United States with a large population (Holzman, 1993). In fact, Vygotsky's idea of bringing socially / socially disadvantaged children into their lives as a desire to restore normalcy to compensation and compensation never existed in his country (Lubovsky, 1996). His criticism of the "negative model of special education" as a mixture of expected reductions, program irritation and social isolation seems to be the same (Fuchs & Fuchs, 1994).

2.6. Conceptual framework

This study was led by Rudolf Steiner in the form of a childhood study. According to Rudolf Steiner, humans are made up of three living beings — spirit, soul, and body. The abilities of these three types are manifested in childhood, middle childhood, and growth. In the early years of childhood, it was considered that from birth to seven years old, emphasizing Waldorf's model of teaching was play, physical intelligence, and speech (Schmitt, 1997). In this activity, imitation was an important part of life that helps to identify oneself with the environment through strong willpower. On the other hand, the three-part paradigm for children helps adults to know the emotions, body, and mind of young children. For this reason, Waldorf teachers often considered the development of young children in a variety of ways in order to understand holistic development in general. The following diagram provides details. The figure below gives more details

Independent variable

Provision of special education needs:

-Environment, curriculum for ECE, Assessment in pre-school, material and equipment, Leadership and Administrative Supervision, parental and community participation...

Dependent variable

Early childhood education:

-Spirit
-Soul
-Body

Intervening variable

Policy on ECE, Government regulations

Figure 1: Conceptual framework

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents methodology which is used in carrying out the study. It includes research design, target population, sample size, sampling procedure, research instruments, data collection procedure, data analysis and ethical consideration

3.2. Research design

The study used a descriptive research design. This design was used to collect standardised measurable data from all members of the population or sample. Through this design, the researcher was able to collect data to assess the respondents' attitudes, opinions and descriptions of the study area. The design also enabled the researcher to collect qualitative and quantitative data to analyse factors related to special educational needs in early childhood education.

Mouton (2005) suggested using a survey design to assess respondents' attitudes and perceptions in their own work environment. The survey design was appropriate for obtaining data from school administrators (headmasters and teachers) who responded to the survey research questions.

3.2.1. Study setting

Kamonyi District is one of the eight Districts that make up the Southern Province. This Province lies in the center and the southern part of the country. Nyungwe National Park separates the Southern Province from the Western Province, while Nyabarongo river is a natural border between the Northern Province, the Eastern Province, Kigali city and the Southern Province. Kamonyi District is composed of 12 sectors, 59 cells and 317 villages with a population of 265,365 inhabitants on a total surface area of 655.5 km². Thus, its average density is 405 inhabitants per square kilometers. This District is totally rural as there is no single town. Due to high density yet in a rural area, agricultural activities are not enough for the survival of the population and people are compelled to create other sources of income or to move to cities. Land scarcity is therefore a problem in this District. Low level of productivity is caused mainly by land overexploitation and population pressure (MINALOC, 2003).

Figure 2 : Geographical location of Kamonyi District



Source: Kamonyi District report, 2020.

According to the EICV3 District Profile of the Republic of Rwanda - South - Kamonyi (2017, 12-15), Kamonyi District has a population of 330 000, of which about 51 per cent of the population is 19 years or younger. The proportion of the population aged over 65 years is 3.6%. About 52% of the population is female, and the majority is young, with about 78% under the age of 40. The average household size in Kamonyi is below the national average. There are about five persons per household. Kamonyi is among the six counties with the smallest average household size. Kamonyi County is one of the counties with a high percentage of poor people. Kamonyi is above the national average (44.9%).

In terms of education, Kamonyi District has developed inclusive education compared to other districts in the Southern Province. Other districts can learn from Kamonyi District what skills are needed to implement inclusive practices and culture, and other schools can learn much from Kamonyi District's inclusive schools through site visits.

The study was conducted in four primary schools (two public schools: G.S Mugina, G.S Rosa Mystica and two public schools: Morning Star and Manzi La Fraternite) located in Gacurabwenge and RUNDA sector district of Kamonyi in Southern Province of Rwanda. These inclusive schools are located in Kamonyi district and were selected in the hope that they would provide more information on the role of early intervention services for children with disabilities in the development of inclusive education in the district and how they function. In addition, these schools were unique in involving parents in their children's education, which helped in identifying factors that influence the provision of special education services.

3.3. Population

The study focused on headmasters and teachers of the four primary schools (G.S Mugina, G.S Rosa Mystica, Morning Star and Manzi La Fraternite) that started implementing ECEC, teachers of ECEC classes, headmasters, ECEC administrators in Kamonyi district, parents and other stakeholders in Kamonyi district, with a total population of 2,712.

3.4. Sample Size

The sample is a small proportion of the selected population that will be observed and analyzed. By examining the characteristics of a diverse, representative, accessible and knowledgeable sample in the study area, the results can be generalized (Kothari, 2003). A sample of 45 participants was drawn from four schools, including 31 primary school teachers, 4 headmasters, 8 kindergarten teachers, 2 district school officials.

The head teachers were selected because of the important role they play in guiding their community. Parents were considered to provide information on the background of their with SEN children and the outcomes of the support services they received from the school. Teachers participated in the survey during data collection to give their views on factors affecting the provision of special education services in early childhood education in Kamonyi District.

3.5. Sampling procedures

The sampling procedure refers to the part of the study that describes how the respondents were selected for the sample. In this study, purposive sampling and simple random sampling were used.

Respondents, including headmasters and teachers of pre-school children, were selected by purposive sampling. According to Kothari (2004), purposive sampling focuses only on those who are considered reliable for the study. Mugenda (2003) states that when the desired population is rare or very difficult to find and recruit, purposive sampling may be the only option.

3.6 Instruments for Data Collection

Data was collected through questionnaires from primary school teachers, data was collected from ECCD class teachers through observation charts and checklists, and data was collected from head teachers, parents and the Kamonyi District ECCD office through interview guides.

3.7 Data Quality Control

3.7.1 Validity

Refers to the quality that a procedure or an instrument used in the research is accurate, correct, true, meaningful and right. So if whatever we use in the study enable us to get what we want to get then there is validity. The researcher used a questionnaire to collect data. Validity of this instrument was tested by first giving out the questionnaires to three experts; these was able to assess the different items of the questionnaires. After a content validity index was computed using a formula where:

$$CVI = \frac{\text{Number of items rated relevant}}{\text{Total Number of items}}$$

Validity of the instrument was ensured when the validity value computed is 0.7 above (Amin, 2005). According to Creswell (2008) the content validity greater than 0.7 means that the research instrument is valid. From the study, the research instrument had 65 items, only 54 were rated relevant to the study, this resulted into a CVI of 0.83.

$$CVI = \frac{54}{65} = 0.83$$

Validity of the instrument was therefore ensured since the validity value computed was 0.83 which is greater than 0.7

3.7.2 Reliability

Reliability of the research instrument is the extent to which the instrument produces consistent results. Reliability of the instrument was determined by carrying out a pilot study. According to Mugenda and Mugenda (2003), a pilot study is a small scale version or trial run in preparation for the major study. A small pilot study was conducted using the questionnaire to test for its reliability before carrying out the major study in order to ensure reliability of the research instrument. In this study, 10 respondents were randomly selected and asked to comment on clarity, bias, ambiguous, of which the researcher personally call 4 respondents for interview.

Reliability of the three set of SAQs on all variables was tested using the Cronbach Alpha Moment Co-efficient provided by SPSS (Amin, 2005).

Cronbach's Alpha is given as $\alpha = \frac{k}{k-1} \left(1 - \frac{\sum SD^2 i}{SD^2 t} \right)$

Where:-

K = the number of items

$\sum SD^2 i$ = the variance of the total instrument.

$SD^2 t$ = the variance of individual items

The calculated value of alpha was as follows

Item	Cronbach's Alpha (α)
Effect of Curriculum Implementation According to Teachers	0.751
Teachers Qualifications and Provision of Quality Education	0.854
Respondents' views on factors which place learners at risk	0.800
Overall	0.802

As the acceptable reliability coefficient value of alpha is 0.802 (Beebwa, 2007), the instruments were considered reliable.

3.8. Data analysis Procedure

At each stage of the analysis, the data was cleaned, counted, coded and analysed using statistical methods. The questionnaire data was analysed to obtain quantitative data, focusing on factors that influence the provision of special education in pre-primary education in four primary schools in Kamonyi area.

In analysing the quantitative data, the researcher inevitably sought to test the research questions that had been formulated for his study. To do this, we first defined the research questions and set the parameters of the research. The researcher chose the appropriate test based on the variables defined in the survey and whether the distribution was normal or not. The researcher then performed a statistical test on the data and interpreted the result.

3.9. Ethical Consideration

The following ethical principles were followed in the design of the study: respect for human beings, interests and fairness. Participation was voluntary and not compulsory. The privacy of individuals was protected. Their secrets were protected at all times. Respondents were also informed of their right to withdraw from the survey and not to answer questions for which they could not find easy answers. No information was given to the participants and all methods used were consistent with studies that have addressed all these issues.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0. Introduction

This chapter presents, analyses and discusses the results collected in the field. The purpose of the study was to analyse the factors affecting the provision of special education in preschool education in Rwanda. A case study of selected schools in Kamonyi district.

This study was guided by three research objectives, namely: to explore the views of preschool teachers and school managers on the provision of special education services in preschools in Kamonyi district; to explore the challenges faced by special education teachers in preschools in Kamonyi district; and to explore the factors of parents and other stakeholders that affecting the provision of special education services in schools in Kamonyi district as challenges.

Findings were collected using two research instruments: an interview with the principal and a questionnaire to teachers and parents. The use of both instruments was important to provide a wealth of information for the analysis of factors affecting the delivery of special education services in pre-primary education in Rwanda.

To present the findings, respondents' oral statements were used to preserve the originality of the data collected. The results are presented in accordance with the objectives of the study. In each section, the data were first presented and then the findings were discussed in relation to the theoretical approach and literature reviewed in Chapter 2. Respondents' anonymity was ensured by using the letters A, B, C, D,,.

4.2. Response Rate

Response rate is a crucial statistic since it influences the quality of data obtained from the field. All the respondents targeted in this study successfully participated in answering the study questions, which implies that the study recorded 100% response rate.

4.3. Presentation, Analysis and Interpretation of Findings

The study was conducted to analyze the factors affecting the provision of special education services in early childhood education in Rwanda. A case study of selected schools in Kamonyi district. This section discusses the presentation and analysis of the research data and the interpretation of the results. These are presented in tables in the order corresponding to the specific research problem.

4.3.1. The perspectives on the provision of special education needs services in ECE

A child's successful education during the school years and his or her participation in society in adulthood depend to a large extent on the foundations laid in the early years. Learning is essential for development in which knowledge, skills, attitudes and values are formed. Details are presented in the tables below:

4.3.1.1 Teachers Qualifications and Provision of Quality Education

The aim of the study was to determine whether teachers' academic qualifications affect the quality of early childhood education for students with special needs. The study therefore began by identifying the academic and professional qualifications of teachers and their responses are presented in Table 4.6.

Table 1: Respondents' views on effect of teachers Academic/Professional Qualifications

Statements	SA	A	D	SD
	Freq (%)	Freq (%)	Freq (%)	Freq (%)
Lack of adequate In-servicing is a reason why I would wish to leave the service.	28 (72)	4 (10)	4 (10)	3 (8)
Lack of in servicing of teachers contributes to poor quality of education and performance	6 (15)	25 (64)	8 (20)	0 (0)
Lack of good academic and professional qualifications negatively affect the quality performance of pupils with special education needs.	18 (46)	18 (46)	3 (8)	0 (0)
Lack of enough special education teachers negatively affects the quality of implementation of ECE programme.	3(8)	25(64)	6(15)	5(13)
Teachers' attribution leads to poor quality of education due to some ECE centers employing individuals with low academic or no professional qualifications	21 (54)	9 (23)	9 (23)	0 (0)
Different training models used, prepare teachers differently and may affect quality of education	19 (49)	14 (36)	3 (8)	3 (8)

Source: primary data (January,2022)

On average, the majority of teachers strongly agreed with the statements presented in Table 6 (72% of respondents). This means that, in general, academic/vocational qualifications significantly influence the quality of early education for pupils with SEN. For example, the majority of respondents strongly agreed that most of them might leave the service due to lack of adequate professional development opportunities. The majority of respondents agreed that the lack of in-service training opportunities for teachers leads to poor teacher performance (64%), while the majority strongly agreed and agreed (85%) that different training models prepare teachers differently. In general, respondents acknowledged that lack of good academic and professional qualifications negatively affects performance in ECDE centres in Kamonyi district. It emerges that academic and vocational training is the main challenge that rightly affects the quality of early education for children with SEN in the four selected schools in Kamonyi district.

These findings are consistent with the observations of Angrist and Lavy (2001), who found that lack of adequate and appropriate teacher training leads to poor pupil performance in sub-Saharan countries, including Kenya. McDonald (2007) also argues that teacher shortages resulting from high attrition rates, lack of qualifications and inadequate training affect the quality of education. This has prompted many ECE centres to hire any available person - even without professional training - to teach in their institutions, as long as they are able to communicate with children.

On the same issue, all headteachers of selected schools stated:

"By good teaching we mean teaching in which the content taught is in line with disciplinary standards of relevance and comprehensiveness, and the methods used are age-appropriate, morally correct and undertaken with the intention of increasing students' content competence. By 'effective teaching' we mean that the student actually acquires a reasonable and acceptable level of competence in what the teacher teaches." In addition, Principal B again added that the lack of teachers with appropriate academic and professional qualifications will undoubtedly have a negative impact on the provision of quality education for students with learning disabilities."

Table 2: Respondents' views on factors which place learners at risk

Factors	Frequency	Percentage
Inaccessible and unsafe built environment	24	93.6
Inappropriate and inadequate provision of support services	5	12.8
Lack of parental recognition and involvement	7	17.9
Lack of human resource development strategies	3	7.7
Total	39	100

Source: Primary data (January, 2022)

The table above highlights the factors that put learners at risk in school. The majority of respondents (93.6%) stated that an inaccessible and unsafe built environment is one of the factors that compromise the safety of students with special educational needs. In their view, a safe school is one where teaching and learning are not disrupted, where disruption is minimised, where violence, drugs, bullying and fear are absent, where students are not discriminated against, where expectations of behaviour are clearly stated and where consequences for offences are applied consistently and fairly. Accessibility is a means by which children and adults with disabilities can exercise their rights and entitlements. It is also a prerequisite for children and adults with disabilities to live independently and participate fully and equally in society. Another group (12.8%) felt that the provision of support services was inadequate and insufficient. Lack of recognition and involvement of parents was another factor, with 17.9% of respondents agreeing. The lack of human resource development strategies was cited by 7.7% of respondents.

Table 3: Respondents ‘views on learning and development factors

Factors	Frequency	Percentage
Attitude	10	25.6
Technology	2	5.1
Fear of change	4	10.2
Children’s insecurity	23	58.9
Total	39	100

Source: Primary data (January, 2022)

Table 3 shows respondents' views on factors related to education and development. Safety of children is the first factor to consider as stated by 58.9% of respondents. It is important to note that there may be specific circumstances in a pupil's social, economic and political environment that negatively affect their social and emotional well-being and put them at risk of disrupting their learning. These factors affect either the pupil directly or his/her family or community. In all cases, the pupil's emotional and social well-being and development are at risk. Attitudes were another factor highlighted by 25.6% of respondents. Respondents also highlight other factors such as technology (5.1%) and fear of change (10.2%).

Table 4 : Respondents’ views on socio economic factors

Factors	Frequency	Percentage
Lack of access to Basic Services	11	28.2
Poverty and underdevelopment	28	71.8
Total	39	100

Source: Primary data (January, 2022)

The above table shows the socio-economic factors of the respondents. Majority of them consider poverty and underdevelopment as the first important factor (71.8%), while 28.2% of them say that lack of access to basic services is also a very important factor.

In interviews with headteachers B and C, all agreed that the impact of persistent poverty on students, the learning process and the education system is closely related to the lack of basic services. For students, the most obvious consequence of poverty, which is often the result of unemployment and other economic inequalities, is that families are unable to meet their basic needs, such as food and shelter. Pupils living in such conditions suffer increased emotional stress, which negatively affects their learning and development.

Table 5 : Respondents’ views on adequacy of school infrastructure of pupils with SEN according to teachers.

Answers	Frequency	Percentage
Yes	8	20.5
No	31	79.5
Total	39	100

Source: Primary data (January,2022)

Table 5 shows respondents' views on the adequacy of facilities in schools for students with AIDS by teacher. The table shows that a small proportion (8) (20.5%) agreed that their schools have adequate infrastructure, while the majority (31) (79.5%) of the teachers interviewed agreed that their education centres do not have adequate infrastructure to support learners with SEN, which may negatively affect the performance of learners with SEN. This implies that pupils with SEN face many challenges in learning due to inadequate infrastructure. Teachers were also asked to indicate the extent to which they agreed with the statements in Table 4.12 regarding the impact of infrastructure on the learning of pupils with learning disabilities on the following scale: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree, in that order.

Table 6 : Effect of Infrastructures according to teachers

Statements	SA	A	D	SD
	Freq (%)	Freq (%)	Freq (%)	Freq (%)
Adequate and appropriate infrastructure helps to improve quality of education of pupils with SEN.	30 (77)	7 (18)	0 (0)	2 (5)
Schools with adequate infrastructure perform well both academically and socially.	10 (26)	20 (51)	3 (8)	6 (16)
Spacious and well-lit classrooms enhances quality of both individual and group interaction of pupils with SEN	2(5)	36(92)	1(3)	0(0)
My school lacks the right infrastructure to enhance quality of teaching.	30 (77)	1 (3)	8 (26)	0 (0)
Adequate infrastructure enhances quality of education and motivates pupils with SEN and teachers to do well.	34 (87)	4 (10)	1 (3)	0 (0)
Condition of physical infrastructures enhances quality of education for pupils with SEN	12 (31)	25 (64)	0 (0)	2 (5)

Source: primary data (January,2022)

On average, the majority of teachers strongly agreed with the statements about the impact of school infrastructure (77%), as shown in Table 4.8. The dispersion of responses was therefore very low. This essentially means that respondents consider infrastructure as one of the most important factors affecting the quality of education students receive at higher education institutions. For example, during the teaching and learning process, the majority of respondents (77%). In addition, respondents indicated that schools with adequate infrastructure perform well both academically and socially, with a majority of 51% agreeing. A similar proportion of 5% of respondents fully agreed that spacious and well-lit classrooms enhance individual and group learning. Kitta (2004) further argues that physical spaces are essential for both teachers and students in teaching and learning situations. Any indication of inadequate facilities leads to frustration and demotivation, which ultimately affects programme implementation. Head teachers were also asked to comment on this issue.

The Headmasters A argued that the quality of the physical environment has a significant impact on student achievement. The environment in which students spend most of their time influences how well they learn. In addition, A's headmasters argued that physical spaces are important because the school uses them to promote learning opportunities for its students. They also found that schools with adequate facilities performed well, while schools with inadequate facilities performed poorly.

On the contrary the respondents' C & D asserted that the physical infrastructure of their schools was in good condition, which improved the quality of education for pupils with special educational needs. This also applies to the playgrounds used by pupils for playing. There is a lot of dust in most playgrounds, which is a health risk for many people. The majority of respondents agreed that their schools lack basic infrastructure, which has a significant impact on the implementation of the programme. Their findings are consistent with studies by Earthman 2004, Fisher 2000 and Mc Gregor 2004, which found that the quality of the physical environment has a significant impact on the delivery of learning programmes. There was little variation in the responses.

Table 7 : Effect of Infrastructures according to teachers

Respondents' views on adequacy of Learning Resources

Answers	Frequency	Percentage
Yes	3	5
No	36	95
Total	39	100

Source: Primary data (January, 2022)

Almost all of the 36 headmasters interviewed (95%) acknowledged that instructional resources to support teaching were inadequate in their schools in Kamonyi Preschool District. Respondents noted that inadequate resources hindered the learning process, resulting in learners with special needs being unable to acquire and develop their knowledge adequately. Respondents were also asked to indicate on a scale the extent to which they agreed with the statement in Table 4.10

about the impact of learning materials on the learning of students with special needs: (1) strongly agree (2)agree (3)disagree (4)strongly disagree; in this order.

Table 8 : Level of agreement of effect of instructional materials in four selected schools

Statements	SA	A	D	SD
Lack of proper learning materials affects quality of learning of pupils with SEN	36 (92)	3 (8)	0 (0)	0 (0)
Modified and adapted teaching/ learning materials enhances quality of education for pupils with learning disabilities	10 (26)	24 (62)	2 (5)	3 (8)
Adequate learning materials enhance quality of education for pupils with SEN thereby enabling them to work independently or in groups.	11 (28)	25 (64)	0 (0)	3 (8)
Lack of enough teaching/ learning materials negatively affects quality of curriculum implementation for pupils with learning disabilities.	37 (95)	0 (0)	1 (2)	1 (2)
My school has proper and adequate learning materials that enhance quality of education for pupils with learning disabilities.	2 (5)	3 (8)	10 (26)	24 (62)
Correct use of teaching/learning materials and the right methodologies by the teacher may enhance quality of education of pupils with SEN leading to good performance	14 (36)	24 (62)	1 (2)	0 (0)

Source: Primary source (January, 2022)

According to the results presented in Table above, a significant proportion of respondents strongly agreed with the statement on the impact of learning materials. The majority of respondents (92%) strongly agreed with the first statement that the lack of appropriate learning materials affects the quality of learning for pupils with special educational needs, and (8%)

disagreed. On the question of whether modified and adapted teaching/learning materials improve the quality of learning for pupils with learning difficulties, the majority (64%) of respondents agreed, 26% strongly agreed, 5% disagreed and 8% strongly agreed. Correct use of teaching materials and teaching methods by teachers can improve the quality of learning for pupils with learning difficulties and lead to good results (62%). Adequate teaching materials improve the quality of teaching of pupils with disabilities and enable them to work independently or in groups (64%), while the lack of adequate teaching/learning materials has a negative impact on the quality of curriculum delivery for pupils with disabilities (95%). Respondents also rated the extent to which their school has suitable and sufficient teaching materials to improve the quality of teaching for pupils with special needs. The majority, 24 (62%), strongly disagreed with this statement and 26% disagreed.

The results clearly show that the majority of respondents agreed that inadequate teaching and other aids significantly affect the quality of ECE in the selected schools, and they agreed with Acker and Hardman (2001) who stated that barriers to learning include a lack of teaching materials and poor physical conditions in classrooms. However, the availability of teaching and learning materials is crucial for the provision of education.

In interviews with the four headteachers of the selected schools, all principals stated that *"books and other materials are fundamental tools for the development of teaching. They must therefore be adequate and accessible to learners in terms of quality and quantity. Teaching and learning materials should be designed and used as efficiently as possible to ensure that quality and relevant education is effective."*

These findings are in line with Henry (2012) who argues that the correct use of teaching and learning resources such as textbooks and materials, the full use of teaching and learning time, and teaching methods determine the success of a learning programme. The materials used by most European training centres need to be adapted to meet the needs of European students, especially those with learning difficulties, who urgently need adapted learning materials. Mbamba (1992) defined educational resources as anything that can be provided in or around a school for the teaching and learning process to improve the quality of learning. Atanda (2005)

hypothesises that teaching resources are things that enable a skilled teacher to achieve a level of teaching effectiveness that far exceeds what would be possible without them.

Table 9 : Effect of Curriculum Implementation According to Teachers

Statements	SA	A	D	SD
The ministry of education is prompt in the provision of ECE curriculum materials in my school.	29 (74)	5 (13)	2 (5)	2 (5)
I mostly use child centered methods when teaching	10 (26)	24 (62)	2 (5)	3 (8)
Curriculum content is adequately covered in our lower primary.	8 (21)	8 (21)	0 (0)	23 (59)
The curriculum used in my school highly caters for all the learners' developmental needs	16 (27)	13 (33)	9 (67)	1 (5)
As an ECE teacher I face a lot of challenges when teaching pupils with SEN	34 (87)	3 (8)	2 (5)	0 (0)
Planning and utilizing teaching and learning materials properly helps the teacher to achieve the set objectives	17 (43)	19 (49)	3 (8)	0 (0)
Motivation and appreciation of teachers influences delivery of curriculum teaching/learning content	10 (26)	18 (46)	8 (21)	3 (8)

Source: Primary data (January, 2022)

Table 9 shows the impact of curriculum implementation according to teachers. Regarding the first statement about the responsiveness of the Ministry of Education in providing early childhood education materials in my school, most respondents strongly agreed (74%) and agreed (13%), while 5% disagreed and 5% strongly agreed, respectively, and thus most respondents (62%) agreed that they focus on methods when teaching students with special needs. Furthermore, the curriculum used in their schools is not suitable for all pupils with special needs, with 67% of respondents disagreeing and 5% strongly disagreeing with this statement. They also

added that the content of the curriculum is not adequately covered in their primary school, which 59% of respondents said, while 21% strongly agreed and 21% also agreed with the statement.

When asked whether early childhood teachers face many challenges when teaching pupils with special needs, the majority strongly agreed (87%) and 8% agreed, although the design and use of curricula and teaching materials helps teachers to achieve their goals (49% strongly agreed and 43% strongly agreed). This is because the conventional curriculum used is rigid and routine, leaving no room for adaptation. This has affected most pupils with special needs, whose progress is always delayed. They also agreed (46%) that teachers' motivation and appreciation influence the implementation of the teaching/learning content of the curriculum, with 26% again strongly agreeing, 21% disagreeing and 8% strongly disagreeing.

Table 10 : Respondents' opinion on assessment as factor effecting the provision of special education needs

Responses	Frequency	Percentage
Information on assessment helps in planning a curriculum	23	60.5
Assessment occurs within the context of everyday experiences	16	39.5
Total	38	100

Source: Primary data (January, 2022)

The table above indicates opinion on assessment in preschool as factor affecting the provision of special education needs. The majority of respondents (60.5%) found that information on assessment as the answer of that. Another group of 16 (39.5%) asserted that assessment occurs within the context of everyday experiences.

Table 11 : Respondents 'views on comprehensive ECE Services as factor effecting the provision of special education needs

Responses	Frequency	Percentage
To increase the effectiveness of early childhood services	10	26.3
To strive to build a comprehensive system	24	63.1
Comprehensive services are an integral	4	10.5

part of an effective early childhood program		
Total	38	100

Source: Primary data (January, 2022)

The table 11 highlights the comprehensive ECE services as factor effecting the provision of special education needs. The majority of respondents (63.1%) accepted that to strive to build a comprehensive system as the explanation of that factor. To build a comprehensive system with an array of services would link young children and their families to the support they need. Moreover, another group of 10 (26.3%) asserted that to increase the effectiveness of early childhood services is also important in comprehensive ECE service. Besides, the last group of 10.5% asserted that comprehensive services are an integral part of an effective early childhood program. They include health services, physical examinations, disease prevention, vision and hearing screening, nutrition services, social services and counselling.

Table 12 : Respondents ‘views on professional development as factor effecting the provision of special education needs

Responses	Frequency	Percentage
Access to training and professional development opportunities	9	23.6
Limited financial support for training and professional development	4	10.5
Training and professional development curricula should address the particular needs	19	50
Rapid training of paraprofessional workers can be effective in addressing workforce shortage	6	15.7
Total	38	100

Source: Primary data (January, 2022)

The table 12 shows respondents ‘views on professional development as factor effecting the provision of special education needs. According to the opinion given by different groups of respondents, the majority of respondents (50%) accepted that training and professional development curricula should address the particular needs. It is often limited for those working with the youngest children, auxiliary staff and for rural and remote populations. For example, in early childhood education and care (ECEC), those working with children in the 0-3 age group, and those working as caregivers or teacher assistants, typically receive less training than core early childhood educators. The second group of 4 (10.5%) respondents asserted that limited

financial support for training and professional development limited financial support for training and professional development can further inequities in access. The last group of 6 (15.7%) thought that Rapid training of paraprofessional workers can be effective in addressing workforce shortage and also provide them with opportunities for career advancement. Resource-poor settings, have used task-shifting, or the training of paraprofessionals or staff with lower qualifications to take on a greater range of services that are outside of their traditional role, thereby increasing the supply of trained ECD workers while also offering paraprofessionals opportunities for career advancement.

Table 13 : Respondents ‘views on leadership and Administrative Supervision as factor effecting the provision of special education needs

Responses	Frequency	Percentage
The school leadership should articulate the pre-school philosophy to parents, staff and the community	8	18.4
The school leadership serves as a source of support for staff and families	19	50
The school leadership continually assesses program quality, institutes measures of accountability	12	31.5
Total	38	100

Source: Primary data (January, 2022)

The Table 13 shows respondents ‘views on leadership and administrative supervision as factor effecting the provision of special education needs. The majority of respondents (50%) argued that the school leadership should articulate the pre-school philosophy to parents, staff and the community as 18.4% of responded agreed. Another group of 12 (31.5%) concurred that the supervisor continually assesses program quality, institutes measures of accountability to strengthen the instructional practices and promotes curriculum implementation. Therefore, there is need for head teachers of ECE centres to undergo training in Early Childhood Education for proper implementation of the program.

4.3.6. Challenges affecting the provision of special education needs services in ECE

Parents disclosed that the major barrier which made them not to fully participate in the education of their children was illiteracy. Many of them said they did not know what their children were

learning, and so could not help them at home even when they were given home work by teachers. Illiteracy has also made some parents have inferiority complex, so they cannot frequent schools or ECE centres where their children learn.

Challenges faced by schools	Challenges faced by parents/guardians
Low participation by parents	Daily provision of food
Lack of teaching and learning materials	Unavailability of medical support at the clinic.
Distances to clinics	Poverty in some homes
Irregular attendance by some children	Long distances from homes/villages to ECE centres
Abrupt absenteeism of care givers which creates vacuum	illiteracy among some parents and guardians of pre-schoolers
Illnesses of some children	Lack of sufficient information on ECE

All the Parents, teachers and education authorities indicated some challenges faced in implementing ECE in the already existing government primary schools; Parents indicated that they faced several challenges, among them were long distances from homes or villages to schools (the furthest homes were estimated at 1.5 kilometres from an urban ECE centre, 3 kilometre from a peri-urban centre and 4 kilometres from a remote school). Parents escort kids to ECE centres and pick them after school; these parents do not have means of transport, and so they just walk. This results in some parents not going for farming, as one parent lamented:

“We shall not be producing enough food because of escorting children to schools every day; we rarely go to our fields. The government should provide transport so that children are collected from a nearby station and be brought back after school.”

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter is made of discussion of the findings in right of the objective of the study, conclusions and recommendation to different organs.

5.1. Summary of findings

This study analyses the factors that affecting the provision of special education services in early childhood education in Rwanda. The selected schools in the Kamonyi region are used as a case study. This study was guided by three research objectives: to examine the impact of school infrastructure on the provision of quality early childhood education for children with special educational needs, to examine the impact of teaching and learning materials on the provision of quality early childhood education for children with learning disabilities, and to assess the impact of the use of an approved curriculum on the provision of quality early childhood education for pupils with learning difficulties.

The results were collected using two research instruments: an interview with school leaders and a questionnaire for teachers. The use of these two instruments was important in order to gain a lot of insight into the analysis of the factors that influence the provision of special education services in early childhood education in Rwanda.

The researcher targeted all principals and teachers in four different early childhood education schools. This brought the total population to 102. The study used a purposive sampling method to sample early childhood education directors and teachers. A sample of 45 respondents, consisting of 39 teachers and 4 principals and 2 district education staffs, was selected to participate in the survey.

The data collected in the field were modified. The coding process was followed before entering the data into SPSS (Statistical Package for Social Sciences) to facilitate data analysis. The qualitative data was analysed using content analysis and the main emerging themes were identified. Descriptive statistical analyses were carried out to obtain percentages, frequencies and tables.

5.1.1. Findings on effect of school infrastructure in the provision of quality ECE for SEN children.

The results of the survey showed that the majority of teachers on average strongly agreed with the statements on the impact of school infrastructure, as shown in Table 4.8 (77%). The variation in responses was therefore very small. This basically means that respondents consider infrastructure to be one of the most important aspects affecting the quality of education for pupils with special needs. For example, during the teaching and learning process, the majority of respondents (77%). In addition, respondents recognised that schools with adequate infrastructure perform well both academically and socially, with the majority of respondents (51%) agreeing. A similar proportion (5%) strongly agreed that spacious and well-lit classrooms promote both individual and group learning. Furthermore, Kitta (2004) argues that physical space is essential for both teachers and students in teaching and learning situations. The consequences of inadequate facilities lead to frustration and demotivation, which ultimately affect programme delivery. Similarly, principals were asked for their views on this issue.

5.1.2. Findings on the effect of teaching and learning materials in the provision of quality ECE

The results showed that a significant number of respondents strongly agreed with the statement about the impact of curriculum materials. With regard to the first statement on the lack of appropriate teaching materials and the impact on the quality of learning for pupils with special needs, the majority of respondents strongly agreed (92%) and agreed (8%). While modified and adapted teaching/learning materials improve the quality of learning for pupils with learning difficulties, the majority (64%) agreed with this statement, 26% strongly agreed, 5% disagreed and 8% strongly agreed. Correct use of teaching/learning materials and correct teacher practices can improve the quality of teaching for pupils with learning difficulties and lead to good results (62%), appropriate teaching/learning materials improve the quality of teaching for pupils with special needs and allow for independent or group work (64%), and the lack of appropriate teaching/learning materials negatively affects the quality of curriculum implementation for pupils with special needs (95%). In addition, respondents considered that their school provides appropriate and sufficient teaching materials to improve the quality of teaching of pupils with special needs. The majority of the 24 respondents (62%) strongly disagreed and 26% disagreed.

It is clear from the results that the majority of respondents agreed that inadequate teaching resources and other support materials were a major barrier to the quality of pre-primary education in the selected schools, and they agreed with Acker and Hardman (2001) who found that barriers to learning included a lack of teaching resources and poor physical conditions in classrooms. However, the availability of teaching and learning materials is very important for the provision of education

5.1.3. Findings on the influence of using approved curriculum in the provision of quality ECE

The results of the survey show the impact of curriculum use on teachers. Regarding the first statement about how the Ministry of Education is responsive in providing materials in my school, most of the respondents strongly agreed (74%) and agreed (13%) with the statement, while 5% disagreed and 5% strongly agreed with the statement, respectively, and therefore most of the respondents (62%) agreed that they focus on methods when teaching students with special needs. Furthermore, the curriculum used in their schools is not suitable for all pupils with special needs. 67% of respondents disagreed with this statement and 5% strongly disagreed. They also added that the content of the curriculum is not adequately covered in their primary school, which 59% claimed, but 21% strongly agreed and 21% also agreed with the statement.

When asked whether early childhood teachers face many challenges when teaching pupils with special needs, the majority strongly agreed (87%) and 8% agreed, although the design and use of curricula and learning materials helps teachers achieve their goals (49% strongly agreed and 43% strongly agreed). This is because the conventional curriculum used is rigid and routine, leaving no room for adaptation. This has affected the majority of pupils with special needs, whose progress is always lagging behind. They also agreed (46%) that teachers' motivation and appreciation influences the implementation of the curriculum teaching/learning strategies/content respectively 26% again strongly agreed, 21 % disagreed and 8% strongly disagreed

5.2. Conclusion

The provision of early childhood education in Kamonyi is hampered by a number of challenges that have affected the quality of education, particularly for pupils with special educational needs. The lack of up-to-date data on special needs pupils prevents the government from planning for their educational needs. The lack of teachers trained to teach pupils with special educational needs has had a negative impact on the performance of pupils with special educational needs. The failure to use adapted curricula and teaching/learning materials affected the performance of pupils with special needs. Pupils in integrated settings were exposed to inadequate and unfavorable environmental conditions, such as infrastructure designs that did not meet their educational needs and a lack of essential learning materials. Finally, the officials responsible for supervising these centres failed in their duties and curricular compliance was ignored. All these challenges have had a real impact on the quality of pre-primary education in Kamonyi County, particularly in G.S Mugina, G.S Rosa Mystica, Morning Star and Manzi La Fraternite.

5.3. Recommendations

Based on the findings, the following recommendations are suggested:

- i. The study recommends that early childhood education be formalized to be under the control of the government, as the provision of teaching and learning materials is a major threat to the provision of quality education for students with special needs education.
- ii. The study also recommends that the government should provide special training to teachers in all kindergartens to enable them to deal with pupils with special needs. In addition, the Ministry of Education should provide both in-service and pre-service training for all teachers working with pupils with special needs. The training of special needs teachers would help them to adapt teaching and learning materials and curricula to improve the performance of these pupils.
- iii. The government should allocate more budgetary resources to the provincial government to provide these students with the right infrastructure and to provide teachers with better salaries that will motivate them and improve the performance of all students, including special needs students.

- iv. The government can invest more in educating and producing professionals in special education needs services.
- v. The curriculum should be revised to be less exam-oriented and more practical, so that students with learning difficulties have the opportunity to prove their abilities by doing things that are practical rather than intellectually oriented.
- vi. Finally, the government should declare early childhood education free and take responsibility for the training, recruitment and supervision of teachers in order to reduce disparities in education and employment and thus improve the education of all pupils in early childhood education.

5.4. Suggestion for Further Research

The study focused on analyzing the factors that affecting the provision of special education in pre-primary education in Rwanda. A case study of selected schools in Kamonyi district. While collecting the data, the researcher identified the following variables that require further research - factors that may affect the quality of education for all students, including those with special education needs. Such as the factors influencing the implementation of the Competence based curriculum for ECE to in inclusive classes in Rwanda. This would act as an informed basis in the provision of early childhood education for all in Rwanda.

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APPENDICES

QUESTIONNAIRE

Introductory letter

I am Hassan SINAMENYE, a student at University of Rwanda College of Education, pursuing a Master of Education in Special Needs Education. I am currently conducting a research on “An analysis of factors affecting the provision of special education needs services in early childhood education in Rwanda. A case of selected schools in Kamonyi district” Participation in this study will require that you answer questions from the questionnaire and the information you will give will strictly be kept confidential by the researcher and will only be used for the purpose of this study to improve the education of learners with Special educational needs in Rwanda. Please remember that participation in the study is voluntary. You may ask questions related to the study at any time. You may refuse to respond to any questions. You may also stop being in the study at any time without any consequences to the services you receive from your school now or in the future. If you accept to participate in this research you will help the researcher and the country of Rwanda to highlight factors affecting the provision of special education needs services in early childhood education in Rwanda

Hassan SINAMENYE

QUESTIONNAIRE FOR PREPRIMARY TEACHERS

Please complete the questionnaire by responding to all questions. Information that you give will be kept confidential and will be used for the purpose of this study to improve education of students with disabilities in Rwanda.

Section A (Personal information):

Please tick where appropriate

1. Age:

18 years - 22years ☐

23yrs - 27years ☐

28 years - 32 years ☐

33years – 37years

38years – 42 years ☐

43years-47years ☐

Over 48yrs

2. Gender: Male ☐ Female ☐

3. Teaching experience:

Below 3 Years ☐

4-6 years ☐

7-9 years ☐

Over 10 years ☐

4. Academic

qualifications:

a) A1

b) A2

c) A0

Section B: Teachers' Academic/ Professional Qualifications

5.To what extent do you agree with the following factors related to academic/professional qualifications of teachers? Please indicate your preferred response by ticking: SA - Strongly agree (1), A - Agree (2), D –Disagree (3) or SD –Strongly Disagree

Statements	SA	A	D	SD
Lack of adequate In-servicing is a reason why I would wish to leave the service.				
Lack of in servicing of teachers contributes to poor quality of education and performance				
Lack of good academic and professional qualifications negatively affect the quality performance of pupils with special education needs.				
Lack of enough special education teachers negatively affects the quality of implementation of ECE programme.				
Teachers attrition leads to poor quality of education due to some ECE centers employing individuals with low academic or no professional qualifications				
Different training models used, prepare teachers differently and may affect quality of education				

Section C : School infrastructure

6. Would you say there is adequate infrastructure in your school to support quality education of the pupils with SEN ? Yes [] or No []

7. Based on the scale below what would you say is the extent to which you agree with the factors concerning infrastructure? Indicate your responses by ticking against your preferred answer :(1)
SA - Strongly agree (2), A - Agree (3), D - Disagree (4) or SD - Strongly Disagree

Statements	SA	A	D	SD
Adequate and appropriate infrastructure helps to improve quality of education of pupils with learning disabilities.				
Schools with adequate infrastructure perform well both academically and socially.				
Spacious and well-lit classrooms enhances quality of both individual and group interaction of pupils with SEN				
My school lacks the right infrastructure to enhance quality teaching.				
Adequate infrastructure enhances quality of education and motivates pupils with SEN and teachers to do well.				
Condition of physical infrastructures enhances quality of education for pupils with SEN				

Section D : Teaching/ Learning materials

8.Do you think there are enough instructional resources in your SCHOOL to support the education of learners with special needs? Yes [] or No []

9.Using the scale below, please show to what extent you agree with the following statements on teaching /learning resources by indicating your response by ticking against your preferred answer: SA - Strongly agree (1), A - Agree (2), D - Disagree (3) or SA - Strongly Disagree (4).

Statements	SA	A	D	SD
Lack of proper learning materials affects quality of learning of pupils with SEN				
Modified and adapted teaching/ learning materials enhances quality of education for pupils with learning disabilities				
Adequate learning materials enhance quality of education for pupils with learning disabilities thereby enabling them to work independently or in groups.				
Lack of enough teaching/ learning materials negatively affects quality of curriculum implementation for pupils with learning disabilities.				
My school has proper and adequate learning materials that enhance quality of education for pupils with learning disabilities.				
Correct use of teaching/learning materials and the right methodologies by the teacher may enhance quality of education of pupils with learning disabilities leading to good performance				

Section E: Curriculum implementation

To what extent would you agree with the following factors related to curriculum/ teaching methodologies used in your ECE center? Indicate your response by ticking against your preferred answer: SA - Strongly agree (1), A - Agree (2), D – Disagree (3) or SA - Strongly Disagree (4)

Statements	SA	A	D	SD
The ministry of education is prompt in the provision of ECE curriculum materials in my school.				
I mostly use child centered methods when teaching				
Curriculum content is adequately covered in our lower primary.				
I am conversant with ECE curriculum				
The curriculum used in my school highly caters for all the learners' developmental needs				
As an ECE teacher I face a lot of challenges when teaching pupils with learning disabilities				
Planning and utilizing teaching and learning materials properly helps the teacher to achieve the set objectives				
Motivation and appreciation of teachers influences delivery of curriculum teaching/learning content				

INTERVIEW GUIDE FOR HEADTEACHERS AND THE KAMONYI DISTRICT OFFICE IN CHARGE OF ECE.

Section 1: Background Information

1. Gender of head teacher. Male [] Female []

2. Approximate age of head teacher

18 - 24 years []

25-34 years []

35 - 45 years []

Above 45 years

3. State the number of years you have headed the current school

Below 1 year [] 1-5 years [] 6-15 years [] 16-25 years [] above 25 year []

3. Please give the number of lower primary school teachers in your school []

4. Do you think that lack of good academic and professional qualifications negatively affects the quality of performance of pupils with learning disability?

5. Is your classrooms adequate, spacious and well-lit to enhance quality of both individual and group interaction of pupils with learning disabilities?

6. Does your school has adequate play equipment to enhance quality of education thereby motivating pupils with learning disabilities and teachers to do well.

7. Do you have physical infrastructures which is in good condition to enhance quality of education for pupils with SEN?

8. Do your institution has modified and adapted teaching/learning materials enhance quality of education for pupils with learning disabilities?

9. Do you think that the curriculum in use in my school is modified to suit pupils with SEN?

