

**STATUS OF INCLUSIVE EDUCATION AT KIGALI
INSTITUTE OF EDUCATION.**

A Thesis

Presented to the School of
Postgraduate Studies and Research
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In Partial Fulfillment of the Requirements for the Degree
Master of Educational Management and Administration


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DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".



NTAWIHA Philothere

September 2010



DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".

Dr. ES Kasene

Name and Signature of Supervisor

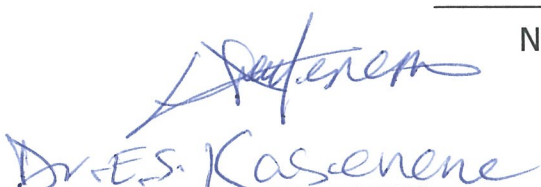
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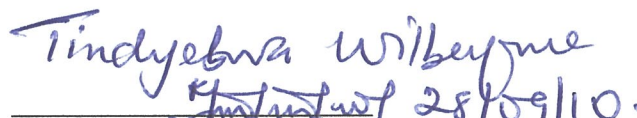
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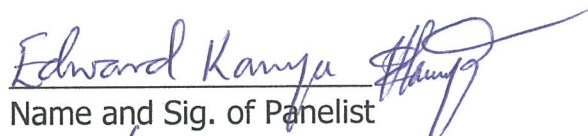
APPROVAL SHEET

This thesis entitled " Status of Inclusive Education at Kigali Institute of Education" prepared and submitted by NTAWIHA Philothere in partial fulfillment of the requirements for the degree of Master of Educational Management and Administration has been examined and approved by the panel on oral examination with a grade of PASSED.

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DEDICATION

This thesis is dedicated to the Almighty God, my Parents, my brothers and sisters and to all who contributed to my studies.

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The researcher is very grateful to his supervisor, Dr. E.S. KASENENE, for his invaluable criticisms and advice which gave him meaningful directions throughout the period of the research work. May God bless him.

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ABSTRACT

This study was carried out to assess the status of inclusive education at Kigali Institute of Education. It was guided by the following research questions: What is the profile of the respondents? What are the resources available in inclusive education? What are the obstacles to students with disabilities in inclusive education? And what is the level of satisfaction of the students with disabilities in inclusive education?

A cross-sectional research design was used in this study applying a combination of qualitative and quantitative methods. Data were gathered through interview, observation and questionnaires. Frequencies and percentages were used to present and analyze data.

It was found that students at KIE are still young while the staff is old and that the great number of them is male. Moreover, the majority of the staff have low qualification and the great number of both students and staff has not any disabilities. While there is a lack of trained staff in inclusive education, there is no provision of other trainings in that area. Furthermore, there is a lack of enough resources for inclusive education and the available ones are used for other purposes. The layout of infrastructures at KIE is an obstacle to students with disabilities and due to a lack of funding there is no plan to change them. However, students with disabilities are satisfied with the care they are given by their peers.

It was concluded that the profile of the respondents is still low and negatively affects inclusive education. The resources available are not enough, students with disabilities meet obstacles caused by the layout of infrastructures and students with disabilities are highly satisfied. It was then recommended that in collaboration with the government and other educational stakeholders the profile of staff and the resources should be increased, obstacles should be alleviated and satisfaction of students with disabilities should be enhanced.

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LIST OF ABBREVIATIONS

ADRA: Adventist for Development and Relief Agency

DV: Dependent Variable

Ext. V. : Extraneous Variable

IV: Independent Variable

KIE: Kigali Institute of Education

SEN: Special Educational Needs

SWD: Students With Disabilities

TD: Theory on Dysontogenesis

UN: United Nations

UNESCO: United Nations for Education, Science and Culture Organization

UNICEF: United Nations Children Emergency Fund

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Education is a right and it can help in the realization of other human rights such as the right to information and awareness, right to employment and right to life; while on the other hand, the deprivation of educational opportunities for children often reinforces their subjection to various other human rights violations (Farrell, 1996).

It is in this regard that Smith (2002) as reported in Pottas (2005) stated that since 1975 education for individuals with disabilities has received worldwide attention and commitment, both as a result of United Nations (UN) activities and through global statements and initiatives endeavouring to bring about Education for All. In the Declaration of the rights of disabled persons, UN members countries confirmed their support for human rights, education, integration, full employment, and conditions of economic and social progress for persons with disabilities. According to Smith (2002) as reported in Pottas (2005) since 1981, different initiatives have been published to promote the rights of the disabled. For instance, in 1994, representatives of 92 governments and 25 international organizations met in Salamanca, Spain, with the aim of promoting inclusive education for children, youths and adults with special needs. From that meeting it was stated that the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, is the placement of children with disabilities in regular schools with an inclusive orientation (UNESCO, 1994).

The Salamanca Statement has also committed the governments and their partner agencies to ensure that their schools welcome and provide quality education to all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions and backgrounds. This would particularly pay attention to the most educationally disadvantaged such as the disabled, gifted and talented children; street and working children; children from remote or nomadic populations; children

from linguistic and other cultural minorities and children from other disadvantaged groups (UNESCO, 1994). Likewise, according to Smith (2002) as reported in Pottas (2005) in April 2000 the Dakar Framework for Action: Education for All was adopted at the world Education Forum in Dakar, with the aim of achieving worldwide education for all by 2015. Aspects that were emphasized were early childhood education, literacy, gender equity and education for all-including the disadvantaged and those with special learning needs. According to him, in order to provide legally binding standards for protecting the rights of people with disabilities in every country, the UN voted to start planning a Convention on Human Rights of People with Disabilities in November 2001.

From these worldwide initiatives, many governments adopted inclusive education. For instance, as it is stated by Pottas (2005) in 1997 inclusive education has been adopted through The White Paper on an Integrated National Disability Strategy in South Africa. The aim being to ensure that people with disability are able to access the same fundamental rights and responsibilities as any other citizen, to recognize the need to restructure society, including the physical environment, to enable everyone to participate fully in society, etc. Moreover, in July 2001 the South African Ministry of Education released another Education White Paper 6: building an inclusive education and training system. This policy was initiated in 1997 when the Ministry of Education appointed the National Commission on Special Needs in Education and Training and the National Committee for Education Support Services to undertake a needs analysis and make recommendations on all aspects of special needs and support services in education and training in South Africa. In Nigeria, through the National Policy on Education of the Federal Republic of Nigeria (1981) as stated in Maicibi (2005) the government had decided that education should be integrative. This means that the education for the handicapped children should be done along with the normal children in ordinary schools.

In Rwanda, the report of the Rwandan Ministry of Education (2000) has revealed that students with disabilities have in the past been centered in the five special schools run by charitable organizations with the government providing limited

support in terms of resources and teacher's salaries. According to the report, this is a discrimination against children with disabilities and that this kind of special education could not eliminate such a discrimination. To eliminate this discrimination a shift from special schools to inclusive schools where students with disabilities are mingled with their colleagues without disabilities should be made since then. It is in this perspective that MINEDUC's Education Sector Strategic Plan (2006-2010) provides a forward-looking action plan, and among its key objectives is to leverage the poverty reduction process through the provision of knowledge and skills, in order to enable everyone to participate meaningfully in economic development, even for those with disabilities and other educational disadvantages (MINEDUC, 2006). However, inclusive education was still at primary and secondary levels.

At Kigali Institute of Education as well as in other institutions of higher learning in Rwanda, inclusive education initiative started officially in 2007 with 37 students with disabilities at the beginning (Karangwa, 2008). However, his research revealed that students with disabilities face many challenges in their daily living. These challenges include among others a non conducive environment, a lack of enough facilities and lack of enough qualified staff members. For instance, at the time, there were only two lecturers who were qualified in Special education: one with a master's degree, another with a PhD.

Statement of the Problem

The Rwandan educational system has made a shift from the old system which restricted children with special educational needs to special schools to an inclusive education which put together students with disabilities with those without disabilities. This inclusive education to be successful, there must be a good profile of both students and staff members, availability of resources, obstacles-free environment, and satisfaction of students with disabilities. Therefore, it is to wonder if the profile of KIE community members, the resources available, obstacles-free

environment and satisfaction of students with disabilities enhance learning among students with and without disabilities at Kigali Institute of Education.

Purpose of the Study

Learning of students with disabilities in inclusive education requires special skills and care. Knowing the status of inclusive education at Kigali Institute of Education may bring a great contribution to improve the learning and performance of students with disabilities. Therefore, this study intended to examine the status of inclusive education at Kigali Institute of Education.

Research Objectives

The objectives of this study are:

1. To determine the profile of the respondents in terms of age, gender, qualification, condition, staff training and provision of other trainings.
2. To determine the resources available in inclusive education.
3. To put out the obstacles to students with disabilities in inclusive education.
4. To find out the level of satisfaction of the students with disabilities in inclusive education.

Research Questions

This study was guided by the following research questions:

1. What is the profile of the respondents in terms of age, gender, qualification, condition, staff training, and provision of other trainings?
2. What are the resources available in inclusive education?
3. What are the obstacles to students with disabilities in inclusive education?
4. What is the level of satisfaction of the students with disabilities in inclusive education?

Scope

This research was conducted at Kigali Institute of Education which is located in Kimironko Sector, Gasabo District, the City of Kigali; the capital of Rwanda. The research was conducted in the area of education, specifically inclusive education. It tried to assess the status of inclusive education at Kigali institute of education in the course of the academic year 2010.

Significance of the Study

This study is significant because the benefits that shall accrue from it are many. Specifically, the government of Rwanda will benefit from the result of this study in that after revealing the status of inclusive education the concerned authorities will be aware of how quality of education is being delivered to students with disabilities and then appropriate measures may be taken to enhance their learning.

Furthermore, the result of this study will be of immense benefits to the institutions which have adopted inclusive education in that after being aware of the status of inclusive education at Kigali Institute of Education, comparisons with their institutions could be made and therefore corrections of hindrances to inclusion education may be made. They will find the result valuable because they will become aware of different factors that hinder the learning of students with disabilities and they can find ways to alleviate these factors in order ease their learning.

Likewise, Rwandan education policy makers and other educational stakeholders will find the result of this study important in that the study will provide information about how much staff is trained in inclusive education and how much students with disabilities are satisfied and therefore, they will know how to plan for the future in order to ease the learning of students with disabilities.

Finally, students with disabilities will find the results of this study valuable because after revealing obstacles to their learning they will get solutions to those problems. As the consequence, their learning will likely be effective.

Operational Definitions of Key Terms

Inclusive education: it is the provision of appropriate, high quality education for pupils with special needs in regular schools.

Special Educational Needs: the term special educational needs is used by childcare and educational professionals in relation to children whose development is typical, that is, not following the reorganized pattern seen in most children. A child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him.

Disability: it is a reduction of function or the absence of a particular body part or organ, such as the loss of a limb. a child is disabled if he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or other such disability as may be prescribed.

Handicap: it is a disadvantage for a given individual resulting from an impairment or disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, social and cultural factors) for individual.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews the key issues in the existing literature on the topic under study. Particularly literature covers different views of renowned people in the area of inclusive education.

Concepts, Ideas, Opinions From Authors/ Experts

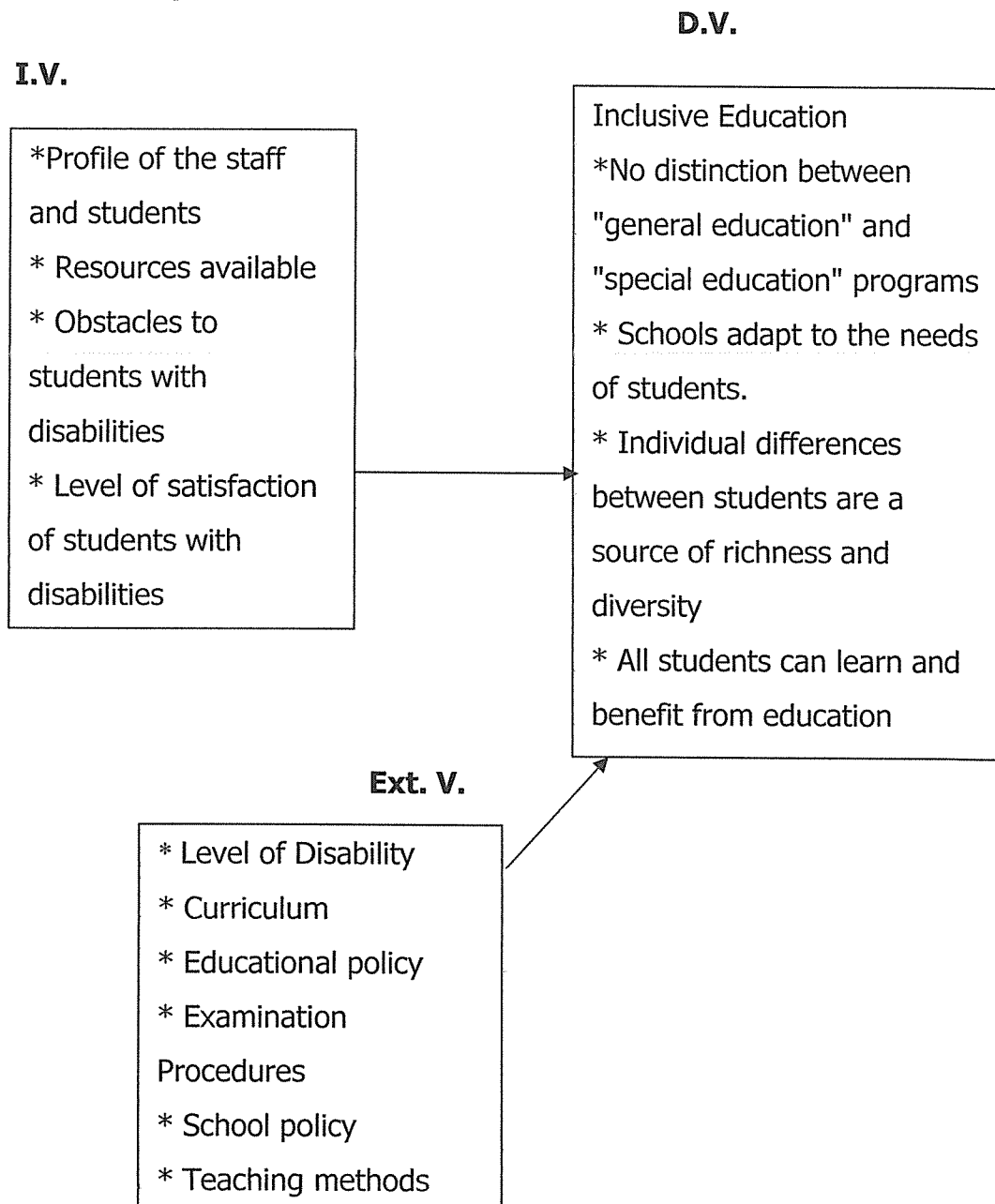
According to Meijer et al (1997) as quoted by Cyimana (2008) inclusive education is "the provision of appropriate, high quality education for pupils with special needs in regular schools." And this calls for well trained and qualified special teachers. Most teachers in the inclusive schools do not have the special training background required to provide instructional adaptations to meet the varied educational needs of both the normal and the abnormal in the class. According to Cyimana (2008) the success of any educational system depends largely on the classroom teachers' abilities to cope with the varied aptitude and learning ability of the children. The lack of training in special education for the teachers further compounds the problems, which focus the handicapped in integrated schools. Teachers play an important role in providing students with SEN with education of high quality.

Furthermore, inclusive education calls for special resources such as equipment and facilities. These all require funds. Atoyebi (1985) revealed that problems of inadequate equipment and facilities are always encountered as a consequence of inadequate funding. According to Maicibi (2005) there is need for recognition of categories of deviation and variability of needs that call for special equipment and facilities that meet these purposes. For instance, at the Kaduna State Special School for the Deaf and Dumb, there is only one room without basic facilities and equipment which they call workshop.

In the same way, the learning of students with disabilities may be slowed or prevented by many factors such as environment and other infrastructures. According to UNESCO (2003) inclusive education is "that educational arrangement in which the school environment (physical, social etc) is made to accommodate children with special needs." In the same way, Byrnes (2002) says that in inclusive education, "environment must be conducive". He goes on saying that "in a full of inclusion environment, students do not fit into school; the school needs to fit for all students." This means that services are brought to the child, children are not sent out (or away) because their needs are not available at the school.

Finally, the learning of students with SEN to be effective their satisfaction is very of paramount importance. To be satisfied, there must be a good relationship between students with disabilities and other members of the community: parents, teachers, students, etc. On this, Mortimer (2001) asserts that "the relationship between parents of children with SEN and the setting which their child attends has crucial bearing on the child's educational progress. Citing Beverige (1997) Cyimana (2008) supports the above idea by saying that "in inclusive education raising the achievement and performance of children with SEN depends on the quality of collaboration and interaction between parents and professionals or teachers." The same idea is voiced by Lindley (1990) who as reported by Shea et al (1997) says that "children who require extensive, ongoing supports in more than one major life activity in order to participate in integrated community setting and to enjoy a quality of life that is available to citizens with fewer or no disabilities. Supports can be required for life activities such as mobility, communication, self-care, and learning as necessary for independent living, employment and self-sufficiency."

Figure 1: Conceptual Framework



Source: Developed basing on Vygotsky's theory on dysontogenesis

The conceptual framework contains independent variables which are the profile of respondents, available resources, obstacles to students with disabilities, and level of satisfaction of students with disabilities. It also contains dependent variable which is inclusive education and its indicators. Finally, it contains extraneous variables which are: the level of Disability, curriculum, educational policy, examination procedures, school policy, and teaching methods.

Theoretical Perspectives

The theory that guided this study is the Vygotsky's theory on dysontogenesis. This is the theory of disability upon learning and it is very critical in the practical applications and understanding of developmental learning upon the learning of disabled student. According to Rodina (2006) Vygotsky has developed a methodological framework for special education and psychology, with relevance for contemporary practical work with inclusive education in his theory on dysontogenesis. Based on that theory, Vygotsky formulated a practice-oriented paradigm of education for children with special needs and his social constructionist epistemology constitutes a basis in developing a unique vision for future models of special education, of an inclusion based on positive differentiation. According to Vygotsky's theory on dysontogenesis (TD), a positive resource oriented approach implies a favourable societal view on children with disabilities, giving preference to strengthening and empowerment of individual skills rather than the traditional stress on weaknesses or deviations. Through this theory on dysontogenesis, handicaps are considered as a sociocultural developmental phenomenon where compensation will have to come from socialization and cultural enlightenment. He shows that "defects" (impairments) varies psychologically in different cultural and social environments. He further claimed that the most efficient compensation for the loss or weakness of natural functions can be achieved through the development of the higher mental functions. In Vygotsky's view, the main objective of special education should be the implementation of a "positive differential approach", that may help to develop higher mental functions among handicapped children's overall personality.

In the same way, according to Vygotsky's socio-cultural theory on dysontogenesis, disabled children's development is largely determined by the social implications of his/her organic impairment. "This created a new perspective for socialization/acculturation and cognitive development of children with special needs" (Gindis 2003). The vygotskian social-constructionist concept of remediation and compensation for abnormal development -realizable only in the process of developmental education with an optimal exploitation of the sensitive stages of

development, taking into account the social situation of development, so fundamental for the Zone of Proximal Development and Leading Activity – constitutes a methodological basis for contemporary preschool inclusive education. It is to note that significant results in this field of study may serve as a theoretical basis for the elaboration of principles of remedial-educational work in inclusive classroom, based on the methodology of inclusive developmental education. This theoretical basis for inclusive education suggests a distinction between general and particular principles in the organization of remedial-educational and developmental processes in inclusive education. The developmental character of the inclusive approach in education enables personal and socio-cultural development among disabled children.

In a nutshell, inclusive education is rooted in Vygotsky's theory on dysontogenesis. In this regard, Karpov (2005) voiced this and said that through the theory on dysontogenesis, Vygotsky has developed a unique vision for future models of special education, implying an inclusion. Therefore, this theory has been judged very useful to guide this study.

Related Studies

The profile of the Staff and Inclusive Education

The profile of the staff include their age, gender, condition qualification, training and provision of other trainings. However, there is a lack of qualified teachers to suit the needs of an inclusive education. For instance, the study conducted by Karangwa (2008) revealed that all the teachers in the primary schools surveyed had general qualifications (Level 'A' 2) and none had had any formal training in special/Inclusive education. Most of the specialized teaching approaches had been developed through experiences or through training. The research goes on saying that on average, all the teachers in classes of learners with learning difficulties are aware of curriculum differentiation and basic teaching resources required. However, there was still need to develop sign language for classes for those with Hearing Impairments.

The interventional role of a teachers and educational leaders in inclusive education is seen in terms of curriculum innovation. According to Markee (1997) curricula innovation is 'a managed process of development whose principle products are teaching (and/or testing) materials, methodological skills and pedagogical values that are perceived by potential adopters'. He clarifies the role and importance of the teachers as key adopters in curriculum innovation in this assertion: "...if teachers support the innovation it will work, and if they resist, it will not succeed. They can only adopt it if they understand it or are part of the innovation planning process.... Besides, the teachers are part of and understand very well the socio- cultural system they are working in" Hopkins et al (1994) adds that teachers need innovative and supportive leadership in coping with the developments of inclusive practice.

From the above statements, in inclusive school teachers plays a central role in transforming their teaching methods and tools to meet the needs of all students. Therefore, teachers must have enough knowledge to adapt their teaching approaches as well as the teaching materials to the needs of students with disabilities. However, Karangwa (2008) found teachers in ordinary schools that are accommodating learners with disabilities still demand improvement in their skills in manipulating specialized equipments; in adjusting teaching methods and materials.

The resources and Inclusive Education

According to the online free dictionary (2010) a resource is something that can be used for support or help or the means that can be used to cope with a difficult situation. In inclusive education, resources should be available and enough. Meanwhile, the research conducted by Karangwa (2008) revealed that that in all regular primary schools with inclusive education initiatives surveyed, the basic equipments for learning and teaching (chalk and black boards, students' exercise books, pens, etc.) were visibly in use, and it was observed that for many of the special schools and centers surveyed, basic adapted educational materials were available too. It was observed however, that all regular inclusive schools had no deliberately developed any adapted educational materials and strategies to include learners with disabilities or any other special educational needs. Karangwa (2008) goes on saying that it is recommendable that the collaboration between the special and regular inclusive schools should be able to focus on developing locally-made teaching resources which could be used in either educational setting. He goes on saying that only 15% of the schools surveyed were developing 'Resource rooms' in which some specialized resources were being developed.

In the view of Cameron (2005) concerns about the lack of availability and even inappropriateness of instructional supports for teachers on inclusion such as learning resources, sample lesson plans, etc have been expressed in Canada. He emphasized that adequate resources are needed to keep class sizes manageable and to ensure the availability of teacher assistants, other supportive professionals, classroom equipment, etc. In the same way, Hooker (2007) discovered that in Ireland that schools are under-resourced and do not have sufficient learning support materials to help address literacy and numeracy based difficulties which prevent students with disabilities from accessing the curriculum. She goes on saying that there is inadequate access to assistive technology (hearing aids, reading materials in Braille) devices.

Obstacles caused by infrastructures in Inclusive Education

The free online dictionary (2010) has defined the term obstacle as something that prevents action or slows progress. In inclusive education the environment should not cause obstacles to students with disabilities. However, in the report of a study conducted in Rwandan inclusive schools Karangwa (2008) found that there is no single school/center visited that appeared to have fully and deliberately developed the necessary physical infrastructure to ease access for learners with special educational needs. However, in 80% of the regular schools that had been earmarked by UNICEF/ADRA within the Child Friendly Schools program, resource rooms are being developed, as well as appropriately adapted toilets to accommodate learners with disabilities and other special educational needs.

In the same report, Karangwa (2008) revealed that the physical landscape is still far from presenting a level ground on which all children are able to access educational services, and possibly other basic services at equal basis. This is not far from the findings of Pottas (2005) who conducted a research in South Africa to know the challenges students with disabilities face in their learning and found that the physical environments are inaccessible and unsafe: many of the school environments are not suitable for education and are not adapted to the needs of learners with physical and/or sensory disabilities. Meanwhile, the research of Karangwa goes on saying that a big number of disabled children are still marginalized in ordinary schools, simply because the educators, the curriculum, educational materials and the general school landscape are unprepared to respond to their needs. The same argument/idea is equally voiced by Maicibi (2005) who stated that even though the number of schools and the physical structures on ground has increased compared with what obtained in the 1960s and 70s, there is still the need for the physical design of infrastructure.

According to Karangwa (2008) whereas the social adjustment in terms of the students and teachers attitudes are apparently developed in all cases, the physical adjustments in terms of accessible infrastructure and adapted furniture, are by far still very poor. In only one school, a ramp had been constructed to facilitate the

access of learners who are physically challenged. According to him, the inability to make the necessary adjustments by all the schools was more associated with the school administration's wrong attitudes than inadequacy of resources to do it. For instance, in the school where ramp was constructed, the head-teacher's attitude was clearly different.

In a nutshell, as Fougeyrollas (2002) put forward, in an inclusive school there must be a general environment that requires the suppression of all the obstacles that limit social and functional interactions of disabled individuals with the non-disabled. Fougeyrollas goes on explaining that appropriate interventions should be able to address all obstacles that the disabled people are confronted with by designing barrier-focused measures, both within the individual and in the environment.

Satisfaction of Students with disabilities in Inclusive Education

According to the online free encyclopedia (2010) satisfaction is the contentment or the experience of being at ease in one's situation. Satisfaction leads to motivation or activation of goal-oriented behavior. Good performance of students with disabilities depends much on their level of satisfaction. In this regard, according to the report of UNESCO (2005) Benin Inclusive Education project was successful because students without disabilities accepted, helped and protected their comrades with disabilities. However, in many societies the image towards children with disabilities has been negative because in most societies, people expect to have perfect and healthy children from a couple. On this, Darling (1979) states that "families not producing perfect children are considered different." According to the same author their reactions were always clearly demonstrated in their expression of grief for having failed to produce an expected perfect baby. This brought the family to a mourning process, which inevitably extends over a long time. The parents find themselves in a state of despair, they become withdrawn and regressive and eventually the home disorganized. On this issue, Kozier (1957) as reported in Aderonmu (1991) revealed that "sometimes when babies are born with severe deformity, the parents initial shock was so prolonged as to interfere with their functioning at home and in community. The feel in them of having produced a child severely malformed may be

so great that they may not be able to carry out even urgent parental responsibilities."

The attitudes of the society towards people with disabilities were so much discriminatory. For instance, in the ancient Rwanda the label 'Ikimuga' was openly used to mean a disabled person ('ik' prefix in many Bantu languages denotes an object rather than a person), despite its abusive meaning to the interlocutors. It is the same for expressions such "Impumyi" and "Igipfamatwi" which was respectively used to mean someone who has a visual impairment and hearing difficulties. According to Kaufmant (1988) as quoted by Batshaw et al (1992) "children with disability at their early age, may not realize he/she is different from other children but by school age most of them are aware of their disabilities and may need help in dealing with feelings of sadness and of being different. Batshaw et al (1992) suggest that the first step is acceptance in the home, if the child is seen as being worthwhile by parents, siblings and neighbors, self-image is good. This acceptance includes being part of family activities, accepting appropriate responsibilities, and being able to discuss disability openly. In the same way, these two ideas are not far from that of Tanny (1953) who argued that "the attitude of the majority are added encumbrances to the objectives limitation of handicapping condition. The handicapped, according to him, has two limitations: the ones imposed by his society and the self imposed ones that arise from accepting the status conferred by society." The ancient Rwandan society has the erroneous belief that the poverty that results from their condition is atonement of their sins.

The exclusion of disabled children constituted a problem to their education. The society as reports Atoyebi (1985) did not have the will to allow the handicapped individuals survive amongst able bodied individuals. Before the establishment of disability movements and the politics of the struggle for change, people did not feel comfortable with handicapped individuals even to the extent of rejecting 'useful' suggestions, gifts and ideas from such individuals. This affects their full integration into the school and into the larger society. The society had, in fact, a serious misconception on the potentialities of the handicapped.

On the contrary, many societies are now aware of that the handicapped have potentialities to perform any activities as the non-handicapped. To support this Maicibi (2005) has stated that "these days, the handicapped have proved that they can contribute their quota to the development of the society. Some of them are literate and many hold university degrees that earn them employment and high social status. Some of them are heads of firms, some of them are accountants, some are journalists, heads of university departments, and some are successful businessmen and others living happily married lives. All these have been achieved due to seeming recent positive governmental and individual attitude towards the handicapped."

CHAPTER THREE

METHODOLOGY

Introduction

This chapter is dealing with the methodology which was used to complete this study. It specifically includes the research design, research population, sample size, sampling procedures, research instruments, validity and reliability, data gathering procedures, data analysis, ethical considerations and limitations.

Research Design

The design guiding this study is a cross-sectional survey. The methods that were used for this study are both qualitative and quantitative methods because data were quantified in order to describe the status of inclusive education at Kigali Institute of Education. Kigali Institute of Education has been judged appropriate because it is one of the public institutes that have opened their doors for students with disabilities.

Research Population

The target population for this study is the number of all students and staff members of Kigali Institute of Education. The total number of students at Kigali Institute of education is 3582 of which 97.68% (3499) are students without disability and only 2.31% (83) are students with disabilities. The total number of the staff is 234, of which 168 are academic and 66 administrative working on open contract.

Sample Size

According to Nwana (1981) as cited by Cyimana (2008) no fixed number and no fixed percentage is ideal, rather it is the circumstances of the study situation that determines what number or what percentage of the population should be studied.

For this research, forty (40) students with disability have been selected and 160 students without disability have been selected as the sample. In addition, 30 members of the academic staff and 20 members of administrative staff have been chosen for this study. The following table shows the sample of this study.

Table 1: The sample of this study

STUDENTS		STAFF		TOTAL
Students with disability	Students without disability	Academic staff	Administrative staff	
40	160	30	20	250

Sampling Procedures

To select the number of students without disabilities, the researcher used simple systematic sampling technique. Simple random sampling technique known as balloting was used to select the number of students with disabilities who served as the respondents of this study. This technique has been adopted because it assigns to each element of the population an equal chance of being selected.

Finally, the researcher used judgmental sampling technique to select staff members to work with along this study. This means that the number of 50 staff members who are the research respondents was determined based on the researcher's interests such as their easy availability.

Research Instruments

In order to gather useful information to this study, three kinds of instruments were used. These are: questionnaire, interview and observation.

Questionnaire

To collect reliable data, a questionnaire made of close and open ended questions was designed and addressed to both students and KIE staff members. This instrument has been judged helpful because it allows easy quantification of data, objectivity of information, and respondents deliver information independently.

Interview guide

This is a direct verbal interaction between the researcher and the respondents. This means that the researcher has asked some direct questions to the coordinator of inclusive education programme KIE to get additional information needed in this study. This information complemented the information gathered through the questionnaire.

Observation checklist

An observation checklist was designed to facilitate the researcher to observe whether there is a conducive environment and enough resources for students with disabilities. This helped know whether the answers obtained through questionnaire really correspond to the reality on the field. The observation was done by the researcher himself.

Validity and Reliability of the Instrument

In order to validate the instruments, the researcher has distributed the questionnaire, interview guide and observation checklist to his colleagues to check whether all items were representative of the research questions. In addition, a pilot study was conducted and then after, Kuder Richardson formula 21 was used to determine the reliability. That is, after calculating the mean and standard deviation, the researcher used the following formula to determine the reliability:

$$\frac{1-M(K-M)}{K(S^2)}$$

Where: K: number of items in the questionnaire

M: the mean

S: Standard Deviation

After calculation the reliability coefficient was 0.77 and 0.78 for students and the staff respectively. It is to note that when this formula is used, the instrument is reliable when the reliability coefficient calculated range between 0.60 and 0.80 or above. The nearer the value calculated is to 1.00, the higher the reliability of the instrument: the higher it is consistent in measuring what it is intended to measure. Therefore, the instruments for this study were reliable.

Data Gathering Procedures

All the questionnaires were distributed by the researcher himself and they were not filled on spot, respondents were given between two and three days to read. Then after the researcher himself went back to collect the questionnaire.

Regarding the interview, using a tape recorder the researcher himself conducted the interview with the coordinator of inclusive education programme at KIE and after he listened carefully to the recorded information and jotted it down. As far as the observation is concerned, the researcher attended some classes having students with disabilities to check whether they are taught in combination with their peers. Moreover, two visits in the resource room and several visits to KIE different were done by the researcher himself.

Data Analysis

Descriptive statistics of frequency, percentages, and tables were used to analyse and present the data collected following the order of the research questions.

Ethical Considerations

In the course of this research, the principle of anonymity was respected and the researcher tried his best to handle respondents with disabilities as they should be handled. The researcher has also sought the confidence of the respondents and associated with them during the data gathering session.

Limitations of the Study

The limitations to this study are that because of the sampling techniques used in this study some respondents included might not have answered truthfully/accurately because they didn't have complete information on resources available. To minimize this challenge, the researcher conducted an interview with the coordinator and a direct observation was done. Another limitation is the failure to complete the questionnaire by some respondents who are blind. To minimize this, the researcher read all the questionnaire items to those students and jotted down the answers they gave.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

In this chapter data for this study were presented, analyzed, and interpreted based on the research questions that guided the study. Textual and tabular modes were used to present the data collected by means of a questionnaire. As far as data collected through the interview guide and observation checklist are concerned, only textual mode of data presentation was used.

Table 2: The profile of the respondents

Alternative answers		Respondents			
		Students		Staff	
		Frequency	Percentage	Frequency	Percentage
Age	20-25	134	67%	134	0%
	25-30	52	26%	52	16%
	30-35	14	7%	14	16%
	40-45	0	0%	0	12%
	45-50	0	0%	0	36%
	50-above	0	0%	0	20%
	Total	200	100%	50	100%
Gender	Female	86	43%	16	32%
	Male	114	57%	34	68%
	Total	200	100%	50	100%
Qualification	S6 leaving Certificate	-	-	2	4%
	Diploma	-	-	4	8%
	Bachelors	-	-	18	36%
	Master	-	-	14	28%
	PhD	-	-	12	24%
	Total	-	-	50	100%

Condition	disabled	40	20%	4	16%
	Not disabled	144	72%	21	84%
	Total	184	92%	25	100%
Staff training	Off-the-job training	-	-	6	12%
	On-the-job training	-	-	6	12%
	Formal-school training	-	-	4	8%
	None of these forms	-	-	34	68%
	Total	-	-	50	100%
Provision of other training	Public lectures	40	20%	6	12%
	conferences	6	3%	4	8%
	workshops	10	5%	10	20%
	None of these	144	72%	30	60%
	Total	200	100%	50	100%

Table 2 shows that 67% of students are between 20 and 25 years old, none of staff members is within this range. 16% of teachers range between 25 and 30, only 26% of students are in this range. 7% of students and 16% of staff members are between 30 and 35 years while 12% and 36% and 20% are between 40-45, 45-50 and 50-above respectively. No student included in this study is above 35 years old. This means that students of Kigali Institute of Education are still young while its staff members are old. Data presented in table 2 also shows 57% and 68% of students and staff members are respectively male and only 43% of students and 32% of staff members are female. This implies that male students and staff are more than female students and staff. From data presented Table 2 it is clear that 4% of staff members included in this study hold S6 leaving certificate and 8% of them are holders of diploma. A great percentage of 36% hold a bachelor's degree. A non negligible percentage of 28% holds master's degree and finally, only 24% are holders of PhD. This suggests that the majority of staff members at Kigali Institute of Education have low academic qualification. Regarding condition of respondents, table 2 shows that 20% of students and 16% of staff members included in this study are with disabilities while 72% of students and 82% of staff members are without any disabilities. Even though, 16 or 8% of students leave this question unfilled, this

implies that the majority of KIE community members are without any disabilities. The data presented in table 2 also show that 68% of staff members responded that they haven't any of the mentioned trainings. Only 12% received off-the-job, 12% on-the-job and 8% formal school trainings in inclusive education. In the interview with the coordinator of inclusive education programme at KIE he revealed that there are only 3 lecturers who are qualified in special education: one is a PhD holder, another with Master, and another one is on a study leave for PhD. the coordinator also revealed that there are only 2 administrative staff members who hold certificate in special education. This means that there is a lack of trained staff at KIE. Finally, data presented in table 2 shows that the majority of respondents asserted that no conference, public lecture, and workshop are provided. Precisely this was confirmed by 72% of students and 60% of staff members. Only 20% of students and 12% of staff said public lectures are provided. 3% of students and 8% of the staff said conferences are provided. 5% and 20% of students and staff members respectively say workshops are organized.

The problem of low qualification and lack of enough qualified staff in special/inclusive education is not peculiar to KIE. It has also been noticed by Karangwa (2008) who found that all the teachers in the primary schools surveyed had general qualifications (Level 'A' 2) and none had had any formal training in special/Inclusive education. This is not in disparity with the findings of Hooker (2007) who found that in Ireland teachers have poor knowledge of teaching and learning materials and their usage in general. Similarly, Pottas (2005) found that in South Africa inadequate on-going teacher development and training is a unique barrier to learning of students with disabilities as teachers are the key to any inclusive system.

While there is a non provision of trainings to the staff of Kigali Institute of Education in order to increase their knowledge, Karangwa (2008) found that teachers in ordinary schools that are accommodating learners with disabilities still demand improvement in their skills in manipulating specialized equipments; in adjusting teaching methods and materials. This is not far from the idea of Hopkins et al (1994)

who said that in their daily teaching, teachers need innovative and supportive leadership in coping with the developments of inclusive practice. This idea derives supports from the writings of Cameron (2006) who says there is a need for more and ongoing in-service training because in such training teachers benefit from opportunities to see successful models of inclusion in practice and to meet with and listen to adults with disabilities who are leading successful lives. In the same way, pottas (2005) emphasizes that using trained staff to teach will ensure not only that inclusive education can be implemented successfully, but also that the ownership of the inclusive school will be broadly based and changes be widely accepted among teaching staff. To increase the performance of students with disabilities and the productivity of the staff in inclusive education, staff training is very critical. This is supported by Olaniyan and Lucas (2008) who asserted that training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization.

Table 3: The resources available in inclusive education

Alternative Answers		Respondents			
		Students		Staff	
		Frequency	Percentage	Frequency	Percentage
Available resources	Computer with Jaws software	2	1%	0	0%
	Head sets	0	0%	0	0%
	Braillino	0	0%	0	0%
	Braille labeler	0	0%	0	0%
	Portable recorder	0	0%	0	0%
	Victor Redear Stream	0	0%	0	0%
	All these, and any others, list them	198	99%	50	100%
	Total	200	100%	50	100%
Sufficiency	enough	48	24%	6	12%
	Very few	152	76%	42	84%
	More than enough	0	0%	2	4%
	Total	200	100%	50	100%
Usage of resources	Only used by students with disabilities	66	33%	6	12%
	Shared by others	4	2%	0	0%
	Used by KIE staff for other purposes	130	65%	44	88%
	Total	200	100%	50	100%
Access for SWD	Free access	92	46%	12	24%
	Limited access	106	53%	38	76%
	No access	2	1%	0	0%
	Total	200	100%	50	100%

Table 3 shows that the greater percentage of the respondents said that all the resources mentioned are available. Specifically 99% of students and 100% of staff members responded that all the mentioned resources are available and there are some other resources that were not mentioned. Only 1% of students responded that

only computers with Jaws software are available. The other resources available are: sense view, large print dictionary, embosser, spur wheels, white canes, perkins brailers, rearmaster, etc. From data presented in table 3, it is clear that the available resources are not enough compared with the number of students with disabilities. Specifically 76% of the students and 84% of staff members responded the available resources are not enough. Only 24% of students and 12% of staff members said they are enough. No student says they are more than enough while 4% of staff members said so. From the observation done in the resource room, the researcher found that there are not enough resources compared to the number of students who are in need of it. In fact, the resource room is equipped with 6 computers with Jaws software and two or more students with disabilities were using one computer. In the interview with the coordinator of inclusive education programme it was revealed that the management of KIE is aware that the available materials are not enough but nothing can be done because of the lack of budget. Table 3 also shows that 65% of students and 88% of staff members have revealed that the resource room is used by KIE staff for other purposes. Only 33% of students and 12% of staff confirmed that it is only used by students with disabilities. Through the observation, the researcher saw two staff members who were on internet using computers of the resource room while a student with disabilities was waiting for them to finish so that he can use the one of those computers. In addition, table 3 shows that 53% of students and 76% of the staff confirmed that students with disabilities have limited access to the available resources. 46% of students and 24% of staff members said that they have free access. On this question respondents were asked to justify their position and the following reasons were mentioned: sometimes the resource room is used by staff members, materials are not enough compared to the number of students, the resource room is only open during working hours when we are in class, some machines are not in working conditions, etc. These data are not different from what was seen by the researcher himself through the observation.

This means that resources at Kigali institute of education are available but not enough. Since the few available resources are used by staff members for other

purposes rather than teaching, they are not accessible for students with disabilities. Lack of enough resources has also been noticed by Karangwa (2000) who found in his research that all regular inclusive schools had not deliberately developed any adapted educational materials and strategies to include learners with disabilities or any other special educational needs. His findings are not in disparity with the writings of Maicibi (2005) who wrote that at the Kaduna State Special School for the Deaf and Dumb, there is only one room without basic facilities and equipment which they call workshop.

The findings presented in table 3 are also in line with the findings of Cameron (2005), who found that there is a lack of availability and even inappropriateness of instructional supports for teachers on inclusion such as learning resources, sample lesson plans, etc in Canada. He emphasized that adequate resources are needed to keep class sizes manageable and to ensure the availability of teacher assistants, other supportive professionals, classroom equipment, etc. This is also in line with Hooker (2007) who found that in Ireland schools are under-resourced and do not have sufficient learning support materials to help address literacy and numeracy based difficulties which prevent students with disabilities from accessing the curriculum. The reason for the lack of enough resources as it was revealed by the coordinator of inclusive education programme at KIE is the lack of funding. This goes hand in hand with the reason given by of Atoyebi (1985). In his research, he asserted that problems of inadequate equipment and facilities are always encountered as a consequence of inadequate funding.

Table 4: Obstacles to students with disabilities in inclusive education

Alternative Answers		Respondents			
		Students		Staff	
		Frequency	Percentage	Frequency	Percentage
Extent infrastructures are conducive	Conducive	26	13%	4	8%
	A bit conducive	54	27%	10	20%
	Not conducive	120	60%	36	72%
	Total	200	100%	50	100%
Obstacles are caused by	Buildings	18	9%	8	16%
	Toilets	4	2%	4	8%
	Playgrounds	0	0%	0	0%
	Library	2	1%	0	0%
	offices	2	1%	2	4%
	All of them	174	87%	36	72%
	Total	200	100%	50	100%
Ways to overcome obstacles	Helped by their peers	186	93%	26	92%
	Abandoned by peers	4	2%	0	0%
	Their peers feel unconcerned	10	5%	4	8%
	Total	200	100%	50	100%

Table 4 shows that the majority of respondents confirmed that students with disabilities meet obstacles caused by infrastructures which are not conducive. Precisely, 60% on the side of students and 72% on the side of staff members confirmed so. 27% of students and 20% of staff members responded that they are a bit conducive while only 13% and 8% of the staff said they are conducive. Through the observation conducted in KIE premises, it was observed that infrastructures are not conducive: it was observed that buildings have stairs, classrooms have podium, there uncovered water channels, etc. In the interview, the coordinator of inclusive

education programme also revealed that KIE infrastructures are not conducive for students with disabilities because they were made for students without disabilities. Table 4 also demonstrates that the layout of all infrastructures at KIE causes obstacles to students with disabilities. To be specific, 87% of students and 72% of staff members have responded that the layout of all infrastructures causes obstacles to students with disabilities. It was observed that there are stairs in front of library, offices, classrooms, restaurant, hostels, etc. that it was not easy for students with disabilities to go upstairs because buildings do not have elevators and even chairs and desks are not comfortable for some students with disabilities. From the interview held with the coordinator of inclusive education programme at KIE, revealed that the management of KIE is aware of the problem but that due to the lack of funding nothing can be done to change the layout of those infrastructures that they encourage students to help those with disabilities cope with the existing ones. Finally, table 4 shows that 93% and 92% of students and staff members respectively confirmed that students with disabilities are helped by their peers to overcome any learning or environmental obstacles. 2% percent of students and no staff member said they are abandoned. However, 5% on the side of students and 8% on the side of the staff confirmed that other students feel unconcerned. It was also observed sometimes students without disabilities do not care for student with disabilities.

The results presented in table 4 differ from the findings of Byrnes (2002) who says that in inclusive education environment must be conducive and that in a full of inclusion environment, students do not fit into school; the school needs to fit for all students. The results do not also support the findings of Fougereyrollas (2002) who said that in an inclusive school there must be a general environment that requires the suppression of all the obstacles that limit social and functional interactions of disabled individuals with the non-disabled and that appropriate interventions should be able to address all obstacles that the disabled people are confronted with by designing barrier-focused measures, both within the individual and in the environment.

However, the findings of this study regarding the extent to which infrastructures are conducive, are in line with the findings of Karangwa (2008) who in his research stated that there was no single school/center visited that appeared to have fully and deliberately developed the necessary physical infrastructure to ease access for learners with special educational needs. The results on this research question also go hand in hand with the writings of Karangwa and Nzabirwa (2009) who found that the physical landscape is still far from presenting a level ground on which all children are able to access educational services, and possibly other basic services at equal basis. They said that a big number of disabled children are still marginalized in ordinary schools, simply because the educators, the curriculum, educational materials and the general school landscape are unprepared to respond. This is not different from what Pottas (2005) discovered when investigating challenges students with disabilities face in South Africa. According to him physical environments are inaccessible and unsafe: many of the school environments are not suitable for education and are not adapted to the needs of learners with physical and/or sensory disabilities.

Table 5: Satisfaction of the students with disabilities in inclusive education

Alternative Answers		Respondents			
		Students		Staff	
		Frequency	Percentage	Frequency	Percentage
Degree of satisfaction	Strongly satisfied	90	45%	30	60%
	Satisfied	98	49%	20	40%
	Strongly Unsatisfied	0	0%	0	0%
	Unsatisfied	12	6%	0	0%
	Total	200	100%	50	100%
Degree of interaction with their peers	They interact freely with their peers	162	81%	50	100%
	Do not want to interact with their peers	10	5%	0	0
	Students without disabilities refuse to talk to them	0	0%	0	0
	They only want to talk to their colleagues with disabilities	28	14%	0	0
	Total	200	100%	50	100%
The way they wish to be taught	Separately from others	0	0%	0	0%
	Combined with others	196	98%	50	100
	Taught together but provided special courses after	4	2%		0%
	Total	200	100%	50	100%

The data presented in table 5 show that 45% of students and 60% of staff members responded that students with disabilities are strongly satisfied with the care they are given. In the same way, 49% and 40% of students and staff members said that they are satisfied. None of both respondents said they are strongly unsatisfied while 6% of students confirmed that they are strongly unsatisfied. This means that students with disabilities are satisfied in general. Table 5 also shows that 81% of students and 100% of staff members who were included in this research agreed that student with disabilities feel free to interact with their colleagues without disabilities. 5% of students said that they don't want to interact with them and 14% said that they want only to talk to their friends with disabilities. Through the observation it was found that students with disabilities talk freely to their colleagues without disabilities and vice-versa. Finally, table 5 shows that a great percentage of respondents confirmed that student with disabilities wish to be taught in the same way as their colleagues without disabilities. Precisely a percentage of 98% of students and 100% of staff members responded that they feel happy when they are combined with their colleagues without disabilities. Only, 2% of students said their wish is to be combined with others but provided additional courses separately. Through the observation, the researcher observed that students with disabilities are taught together with other students and they are as participative their peers.

The results in table 5 imply that students with disabilities are satisfied with the care they are given. Since they interact with their colleagues freely and wish to be combined with their peers in the same class, it means that they are satisfied with the relationship between them and the entire KIE community. This means that the learning of students with disabilities is likely to be effective. These results are not far from the findings of UNESCO (2005) which discovered that Benin Inclusive Education project was successful because students without disabilities accepted, helped and protected their comrades with disabilities. They also derive support from the writings of Beverige (1997) as quoted by Cyimana (2008) who found that in inclusive education raising the achievement and performance of children with SEN depends on the quality of collaboration and interaction between parents and professionals or teachers. They are also in agreement with the writings of Pottas (2005) who wrote

that the lack of community recognition and involvement: active involvement of parents, and peers in the teaching and learning process is central to effective learning and development.

However, the results of this study in respect of satisfaction of students with students with disabilities are in disparity with the findings of Hooker (2007) who found that in Ireland there was a negative attitude of peers, some teachers and even parents towards children with disabilities. According to her, children with SEN in large main stream schools receive less attention that teachers reject or neglect children with visual and hearing impairments and with learning difficulties. The results on this research question are also far from the writings of Atoyebi (1985) who wrote that in past, the society did not have the will to allow the handicapped individuals survive amongst able bodied individuals and people did not feel comfortable with handicapped individuals even to the extent of rejecting 'useful' suggestions, gifts and ideas from such individuals. According to him, this discrimination affected their full integration into the school and into the larger society.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

The findings, conclusions of the study as well as recommendations have been presented in this chapter.

FINDINGS

The major findings of this study were:

1. The majority of students at KIE are under 25 years old while more than half of staff members are above 45 years old and less than half of staff members have either master's degree or PhD. the results of this study also revealed that the majority of both students and staff members are male and the majority of them do not have any disabilities. Furthermore, the majority of staff members are not trained in inclusive education: only 3 staff members are qualified in special/inclusive education and 2 others hold certificates and there is no provision of in-service training such as conferences, workshops, and public lectures on inclusive education.
2. There are required resources at KIE but they are not enough compared with number of students with disabilities and the available resources are used by staff members for other purposes. In addition the results of this study revealed that students with disabilities have limited access to the available resources.
3. The majority of infrastructures at KIE are not conducive for students with disabilities and their layout causes obstacles to students with disabilities but the latter are helped by their peers to overcome those obstacles. Furthermore, the results of this study revealed that the management of KIE is aware of the problem but that there is no plan to change their layout due to the lack of funding.

4. The majority of students with disabilities are satisfied with their relationship with their peers, they communicate freely with their peers, and they are happy with the fact of being taught in combination with their peers.

CONCLUSIONS

The findings of this study and the Vygotsky`s theory on dysontogenesis serve as the basis for making the following conclusions:

1. The profile of staff members in terms of qualification, staff training and provision of other trainings is still low and negatively affect the learning of students with disabilities since there is a lack of staff members trained in inclusive/special education and a non provision of trainings such as conferences, workshops, and public lectures on special/inclusive education to increase the knowledge of the staff.
2. The resources available at KIE negatively affect inclusive education because they are not enough in comparison with number of students with disabilities, not fully accessible for students with disabilities and used by staff members for other purposes.
3. The learning of students with disabilities is not likely to be effective at Kigali Institute of Education because students with disabilities meet obstacles caused by the layout of infrastructures which are not conducive, despite the fact that students with disabilities are helped by their peers to overcome those obstacles.
4. The level of satisfaction of students with disabilities is high and it enhances inclusive education at Kigali Institute of Education because students with disabilities interact freely with their peers and wish to be taught in combination with their peers.

RECOMMENDATIONS

The following recommendations have been proffered based on the findings and conclusions made in this study:

1. Kigali Institute of Education in collaboration with the government and other educational stakeholders should increase the profile of its staff members in terms of qualification, staff training and provision of other trainings in order to increase their Knowledge in special/inclusive education.
2. The management of KIE in collaboration with the government and other educational stakeholders should do their best to increase the number of resources for inclusive education and make them accessible for students with disabilities in order to ease their learning.
3. Kigali Institute of Education in Collaboration with other stakeholders should do their best to alleviate all the obstacles to students with disabilities by making infrastructures more conducive for them in order to ease their learning.
4. The high level of satisfaction that exists among students with disabilities should be enhanced in order to make their learning more effective.

As my work is not exhaustive, future studies would be concerned with the following areas:

- Assess the extent to which teaching methods employed enhance the learning of students with disabilities.
- The provision of special teaching materials and students performance in institutions of higher learning in Rwanda.
- Explore the socio-cultural factors affecting the learning of students with disabilities.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER FOR RESEARCH



KAMPALA
INTERNATIONAL
UNIVERSITY

Ggaba Road, Kansanga PO BOX 20000 Kampala, Uganda
Tel: +256(0) 41-266813 * Fax: +256 (0) 41-501 974
E-mail: admin@kiu.ac.ug *website: <http://www.kiu.ac.ug>

Institute of Open and Distance Learning

Office of the Director

6th August, 2010

To Whom It May Concern:

INTRODUCTION LETTER FOR RESEARCH

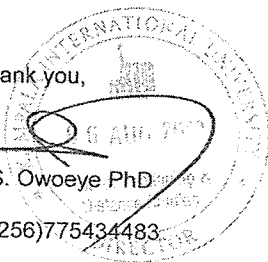
I have the pleasure to introduce Ntawiha Philothere – MED/10006/81/DF to you. He is a student of Masters Degree of Educational Management and Administration at Kampala International University. He is carrying out his research on “Factors Affecting Inclusive Education in Institutions of Higher Education in Rwanda” A Case Study of Kigali Institute of Education. He is at the data collection stage and your Institution / Organization has been identified as her area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The university will be counting on your kind cooperation.

Thank you,

J.S. Owweye PhD

+ (256)775434483



“Exploring the Heights”

APPENDIX II: RESEARCH INSTRUMENTS

APPENDIX II.1: QUESTIONNAIRE FOR KIE STAFF

Dear Respondent,

I am carrying out a study about **"Status of Inclusive Education at Kigali Institute of Education."** to finish all the requirements for the award of a Master's Degree in Educational Management and Administration at Kampala International University. As a KIE staff, you were selected to take part in this study.

You are asked to answer the questions about your profile, availability of resources, obstacles to students with disabilities, and the level of satisfaction of students with disabilities. The information you will provide through this questionnaire will only be used for the purpose of this study and will be kept completely confidential.

Thank for you best collaboration.

Profile of respondents

What is your age?

20-25	
25-30	
30-35	
40-45	
45-50	
50-above	

Your sex?

Female	
Male	

Your qualification?

S6 leaving Certificate	
Diploma	
Bachelors	
Master	
PhD	

Your condition?

disabled	
Not disabled	

Your training?

Off-the-job training	
On-the-job training	
Formal-school training	
None of these forms	

Provision of other training?

Public lectures	
conferences	
workshops	
None of these	

Resources Available

1. Which of the following resources are available in KIE?

Computers with Jaws software ☐

Head sets to facilitate blinds ☐

Braillino ☐

Braille Labeler ☐

Portable Recorder ☐

Victor Redear Stream ☐

All these and others, Please

specify.....
.....

2. The available resources:

Enough

Very few

More than enough

3. The resource room is:

Only used by students with SEN

Shared by other students

Even used by the staff for other purposes

4. Students with SEN

Have free to access to the resource room

Have limited access

Have no access

Obstacles to students with disabilities

1. KIE infrastructures (building, toilets, classrooms, etc) are:

Conducive for students with SEN

A bit conducive for students with SEN

Not conducive

2. In their daily lives, students with SEN find obstacles caused by the layout of infrastructures such as

Buildings,

Toilets,

Playgrounds,

Library,

Offices,

All of them

3. When there is an environmental or learning obstacle student with SEN,

Are helped by their peers to overcome the obstacle

They are abandoned by their peers

Their peers feel unconcerned

Satisfaction of Students with Disabilities

1. To which degree are students with disabilities are satisfied with the care they are given?

Strongly satisfied

Satisfied

Strongly Unsatisfied

Unsatisfied

2. How do students with disabilities interact with their peers?

They interact freely with their peers

Do not want to interact with their peers

Students without disabilities refuse to talk to them

They only want to talk to their colleagues with disabilities

3. In which way do students with disabilities wish to be taught?

Separately from others

Combined with others

Taught together but provided special courses after

APPENDIX II.2: QUESTIONNAIRE FOR KIE STUDENTS

Dear Respondent,

I am doing a study about **"Status of Inclusive Education at Kigali Institute of Education."** to finish all the requirements for the award of a Master's Degree in Educational Management and Administration at Kampala International University. As a KIE Student, you were selected to take part in this study.

You are asked to answer the questions about your profile, availability of resources, obstacles to students with disabilities, and the level of satisfaction of students with disabilities. The information you will provide through this questionnaire will only be used for the purpose of this study and will be kept completely confidential.

Thank for you best collaboration.

Profile of respondents

What is your age?

20-25	
25-30	
30-35	
40-45	
45-50	
50-above	

Your sex?

Female	
Male	

Your condition?

disabled	
Not disabled	

Provision of other training?

Public lectures	
conferences	
workshops	
None of these	

Resources Available

2. Which of the following resources are available in KIE?

Computers with Jaws software

Head sets to facilitate blinds

Brailino

Braille Labeler

Portable Recorder

Victor Redear Stream

All these and others, Please

specify.....

.....

2. The available resources:

Enough

Very few

More than enough

3. The resource room is:

Only used by students with SEN

Shared by other students

Even used by the staff for other purposes

4. Students with SEN

Have free to access to the resource room

Have limited access

Have no access

Obstacles to students with disabilities

1. KIE infrastructures (building, toilets, classrooms, etc) are:

Conducive for students with SEN ☐

A bit conducive for students with SEN ☐

Not conducive ☐

2. In their daily lives, students with SEN find obstacles caused by the layout of infrastructures such as

Buildings, ☐

Toilets, ☐

Playgrounds, ☐

Library, ☐

Offices, ☐

All of them ☐

3. When there is an environmental or learning obstacle student with SEN,

Are helped by their peers to overcome the obstacle ☐

They are abandoned by their peers ☐

Their peers feel unconcerned ☐

Satisfaction of Students with Disabilities

1. To which degree are students with disabilities are satisfied with the care they are given?

Strongly satisfied ☐

Satisfied ☐

Strongly Unsatisfied ☐

Unsatisfied ☐

2. How do students with disabilities interact with their peers?

They interact freely with their peers ☐

Do not want to interact with their peers ☐

Students without disabilities refuse to talk to them ☐

They only want to talk to their colleagues with disabilities ☐

3. In which way do students with disabilities wish to be taught?

Separately from others

Combined with others

Taught together but provided special courses after

APPENDIX II.3: OBSERVATION CHECKLIST

This observation will be done by the researcher himself. The researcher will answer the following questions only on the basis of what he will find on the ground. He will tour all KIE compound and infrastructures to get real information on the resources available, obstacles students with disabilities meet, and their satisfaction. The research will also attend some lectures to gain information on the way they are taught.

N ^o	CHECK POINT	YES	NO	COMMENTS
1	Is the resource room well equipped compared to the number of Children with SEN?			
2	Who are using the resource room? Students only or the staff?			
3	Are all resources in the resource room in working conditions?			
4	Are the school infrastructures (Buildings, Dormitories, and Playgrounds) conducive for students with disabilities?			
5	Are Toilets well built to support students with SEN?			
6	Are Desks and other furniture such as tables in restaurants and library adapted to Students with SEN?			
7	Are students and other KIE community accommodative to students with SEN?			
8	Do KIE staff and students without disabilities interact with students with SEN outside the classroom?			

9	Do they work together to alleviate learning obstacles for students with SEN?			
10	Are students with SEN taught separately from their peers?			

APPENDIX II.4: INTERVIEW GUIDE

Considering the number of students with disabilities you have is KIE resource room equipped with enough special materials?

Do you think you have enough number of the staff who are trained to deal with Students with SEN?

Do you think the buildings, and other infrastructures are conducive for students with disabilities? If yes or no, what are your future plans?

As the coordinator of inclusive education programme at KIE, do you encourage lecturers to collaborate with special educational needs experts to facilitate the learning of students with disabilities?

RESEARCHER'S CURRICULUM VITAE

Personal Profile

Names: Philothère Ntawiha

Gender : Male

Date of Birth: 1980

Place of Birth: Nyamasheke

Nationality: Rwandese

Marital status: Single

Address: Kimironko Sector
Gasabo District

Educational Background

2008-2010: Kampala International University (KIU); Master of Educational
Management and Administration

2002-2006: National University of Rwanda (NUR); Bachelor of Education in French-
English

2005 : Diplôme Approfondi de Langue Française (DALF)

2004.....: Diplôme d'Etudes en Langue Française (DELFF).

1997-2000 : Ecole Secondaire de Tyazo ; Secondary School Certificate in Arts.

1993-1994 : Groupe Scolaire Méthodiste Libre de Gisovu.

Work Experience

July 2007-Now: Module Translator at KIE.

January-June 2007: English Teacher at Ecole Secondaire de Ruhango.

2003: French and English Teacher at Institut John Wesley de Kibogora.

2001-2002: English Teacher at Groupe Scolaire Nyamasheke (Garçons).

Other Relevant Data

Familiar with Computer skills: Ms Word, Ms Excel, Ms Power Point, Epidata, SPSS, and the Internet.

Fluent in English, French, Kinyarwanda and Kiswahili.

I hereby certify that the above information is true.

Philothère NTAWIHA.



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N 9617
2010