



**INFLUENCE RESOURCE MATERIALS ON IMPLEMENTATION OF INCLUSIVE
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KIGARI RURAL PROVINCE
IN RWANDA**

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ABSTRACT

Inclusive education has garnered significant recognition regionally and globally .It demands that the schools should be able to meet needs of learners with special education needs. There is need to eliminate discrimination and exclusion at all levels in society. The study was aimed at establishing the influence of material resources within schools on the implementation of inclusive education in public primary schools in Kigari, Rwanda. The study adopted a descriptive survey design using both quantitative and qualitative approach. The target population for this study was the 13 schools practicing inclusive education. Simple random sampling was used to get 63 disable pupils and 63 parents/guardians. Questionnaires were used to obtain data from the teachers and headteachers. Interview Guides were used to obtain data from the parents and the disabled pupils. Descriptive and inferential statistics was used for the analysis. The study found that material resources influence the implementation of inclusive education. The learners with special education needs in the school do not perform as well as their counterparts. The non-disabled learners don't offer support to learners with special educational needs as well. The researcher recommends that the schools must take initiative to improve on physical facilities to be sensitive to learners with SNE. More funds should be allocated to schools offering inclusive education and the government should also be timely in releasing the funds for educational purposes.

Keywords; *Resource Materials, Implementation of Inclusive Education*

INTRODUCTION

Inclusive education has garnered significant recognition regionally and globally .It demands that the schools should be able to meet needs of learners with special education needs. The concept of inclusive education is based on the fact that all children, young people despite cultural, social and learning backgrounds should have equivalent opportunities in all kinds of schools(UNESCO, 2008).Education for all (EFA) movement and the subsequent international conventions have pointed out that particular groups of children are especially prone to exclusion or have been denied a chance to participate in learning activities which take place in formal, informal and non-formal settings. These children are disadvantaged by the social cultural, regional and economic environments in which they live.

There is need to eliminate discrimination and exclusion at all levels in society (UNESCO, 2003; Ajiambo, 2005). Reducing this discrimination may best be done through education that not only values academic learning, but also encourages acceptance of diversity. Heijnen (2005) suggests that nations should embrace the inclusive approach which seeks to identify any barriers and develop ordinary schools which are capable of meeting the diverse needs of the learners.

According to (UNESCO, 2008) inclusive education is the process of addressing and responding to diversity of needs of learners through increasing participation in learning, cultures and reducing exclusion within and from education. It emphasizes that education systems, schools and teachers should focus on generating inclusive settings that uphold values of respect and understanding of all diversities. Lahkan (2006)asserted that the philosophy of inclusive education is a worldwide advocacy of provision of education to children with special needs in the mainstream school. Every learner has a fundamental right to learn. However, research has shown that although most countries seem to share ideology and commitment towards implementation of inclusion, the concept of inclusion has different meaning in different contexts (Swart & Pettipher, 2002)

The right to be educated in regular schools is highlighted in instruments such as World declaration on EFA(UNESCO 1990), UN standard rules on equalization of opportunity for persons with disabilities(1993)UN conventions on rights of a child (1991)as well as UN convention on rights of persons with disability (2006)which Calls for parties to ensure an

inclusive education system at all levels and Darkar framework on Education For All(2001) in the last decade have strongly support importance of working towards “schools for all”

The readiness for acceptance for inclusion varies across countries and continents of the world. Australia is one of the countries that embrace the principles of inclusive education. Forlin (2005) claims that mainstreaming schools in Australia are becoming progressively more multifaceted as they include students with wide range of diverse abilities. Forlin(2004)indicates that there are variation in the way learners are supported in Australia. They range from segregated special schools to autonomous education support centres attached to mainstream schools to special classes within mainstream school.

In Spain the process of integration started between 1992 and 1993 due to the introduction of the educational system reform driven by General Regulation Law for the education system of 1990 (European Agency for Development in Special Needs report, 2004).This law gave learners education the right to receive education that responds to their personal needs the right characteristics in the school closest to them. However special schools still exist to serve as a bridge towards high levels of integration. It is estimated that about 4% of students with special education needs receive tuition in this kind of centre.

In Africa some countries such as Namibia, Uganda, and Lesotho among others, do have a national policy in favor of inclusion. Uganda has been addressing the educational needs of Learners with SENs as part of Universal Primary Education (UPE) since 1996. The Uganda government has made it financially possible for families to send their Learners with SENs to school. In every family, the priority is given to the child with disability, then to girls (Miles 2000; Bosa 2003; Mittler 2002). Although all that has been done, it is evident that there are some children especially Learners with SENs who were still out of school. Similarly some of those children with special needs, who might have enrolled in regular schools, may have ended up dropping. Namibia has committed itself to the provision of equal opportunities and equal access to all learners .according to Zimba, Mowes, and Naanda, (2007), Namibia’s educational reform is based on access, quality, equity and democracy. This is to be achieved through the integration of learners with special needs and learners with disabilities. Zimba (2007)notes that although the Namibian National Policy on Disability commits itself to inclusion philosophy ,it does not provide current ministry of Education with clear legislative framework on inclusive education in Namibia. In addition, although Namibia is one of the

signatories to the Salamanca Statement, inclusive education rarely features on the agendas of meetings and conferences (Zimba, 2007).

The purpose of inclusive education is to remove barriers to learning by structuring the public education system. To meet the needs of all learners irrespective of their physical, emotional or speech differences. Although there is progress in the implementation throughout the World, there are still countries where implementation is slow. The government of Rwanda has made some strides in the implementation of inclusive education. To address marginalization of children with disabilities and its limiting outcomes, the special needs education policy (2009), has been the driving force behind the transition.

Purpose of the study

The purpose of the study was to investigate the influence of resource materials on the implementation of inclusive education in primary schools in Kigari rural province, Rwanda.

LITERATURE REVIEW

Concept of inclusive education

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.

There is a growing realization that inclusion means different things in different contexts (Dyson,2001;Florian,1998;Forlin,2004;Green,2001;Engebrecht,2005)Dyson(1999) attributes multiple definitions of inclusion to different discourses through which different theoretical notions of inclusion are constructed. He refers to the inclusive politics as concerned with the extent to which particular school realizes and protects the rights of its students and monitors power distribution accordingly. Looking at Dyson's explanation one can understand why some definitions of inclusive focus on equity and social justice in education to learners with disabilities. One such example is found in Engelbrecht (1999) who sees inclusive education as a proposed strategy for achieving of democratic and just society. A similar view is

expressed by Swart and Pettipher (2001). They regard inclusion as development of an inclusive society where all members optimally participate and contribute in democracy.

The following are some different definitions of inclusive education internationally. UNESCO (2005) defines inclusion as “a dynamic approach of responding to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning “Consistent with this definition, UNESCO section for Education in Enabling Education Network (EENET) (2000) defines inclusive as concerned with removing all barriers to learning and with participation of all learners vulnerable to exclusion and marginalization.

Barton (1999) explains that inclusive education is not integration and is not concerned with assimilation or accommodation of discriminated groups or individuals within socio-economic conditions and relations. It is not about making people as ‘normal ’as possible it is ultimately about transformation of a society and its institutional arrangements such as education. Inclusive education is then about addressing the child’s rights to participate in school and schools duty to accept the child.

Status of inclusive education world wide

One of the greatest challenges facing individuals in most societies throughout the world is exclusion from participation in economic, social, political, cultural life communities (UNESCO, 2005). It is generally agreed that inclusive education has its origin in the human rights pronounced in the United Declaration of Human Rights 1948 which states that;

“Everyone has a right to education....education shall be free, at least in the elementary and fundamental stages. Elementary Education shall be compulsory. Education shall be directed to the full development of human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nation for the maintenance of peace (Article 26-Universal Declaration of Human Rights (UNESCO, 2005).

The World Health Organization (WHO, 2008) estimates that 10 percent of any populations are disabled and in addition approximately 85 percent of the World’s children with disability below 15 years live in developing countries. In 1994, UNESCO World Conference on Special Needs held in Salamanca, the idea of inclusion education was given further impetus.

It is estimated that more than 300 participants representing 92 governments and 25 international organizations met under the auspices of UNESCO and Spanish government to further the objectives of education for all (Ainscow, Farrel & Tweedle, 2000; 1999). Enabling Education Network on principles, policy and practice in special Needs Education was drawn together with the Draft Framework for Action (Peters, 2004; UNESCO, 2005) the statement proclaims five principles that reflect the rights in respect of education that are enshrined in the Universal Declaration of Human Rights (UN, 1948) and the United Nations Standard Rules on Equalization of Opportunities for Persons with Disabilities (UN, 1993).

Burstein (2004) suggests that successful inclusive schools provide a unified educational system in which general and special educators work collaboratively to provide comprehensive and integrated services and programming for all students. At these sites inclusive practices have been carefully developed and implemented by the entire school system and are provided with resources to support and maintain change. Lindsay (2007) notes that collaboration and team work are also essential aspects of inclusion. Inclusive education literature indicates that many countries across the globe have adopted inclusive education. Peters (2004) notes that although different countries are committed to inclusive education, no coherent approach is evident in literature. She further states that the implementation of inclusive education in many countries is often based on a range of motives embracing different goals. This research is carried out to investigate the influence of social economic factors on the implementation of inclusive education.

Materials and implementation of inclusive education

Material resources are necessary for learners with special education with SENs to learn effectively (KISE, 2002). According to Oluoch (2002) schools embarking to implement any curriculum should be able to obtain the necessary teaching and learning materials such as relevant text books both for teachers and pupils and to cater for all challenges of the learners. The schools should also provide special equipment for learners with special needs for example have magnifying glasses and other optical devices for learners who are visually impaired to reinforce reduced vision, hearing aids for learners with hearing impairments and Braille for visually impaired learners.

Inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries (Charema & Peresuh, 1996). A study carried out by (Kristensen & Kristensen, 1997) in Uganda and another by Kisanji (1995) in Tanzania, both indicate that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate.

In a research study in Zimbabwe, (Charema, 1990) indicates that in some of the mainstream schools where children with hearing impairments were integrated, hearing aids had no batteries, and or cords, some of the ear moulds were chipped, some speech trainers were not working and there were no spare parts to have them repaired. There is need for developing countries to make use of indigenous products to manufacture equipment that can be used and serviced within the country.

It is unfortunate that some of the funds meant for children with special needs, are misdirected towards other causes thereby disadvantaging the rightful recipients. Grol, 2000, Ozoji (1995) states that most institutions in developing countries do not have the basic units and materials necessary to provide adequate special needs education. In Asia, Kholi (1993) reports that institutional facilities are grossly inadequate in all countries in the continent as they are serving less than 1% of the population with special needs.

Theoretical framework

This study was based on Oliver (1983) Social Model of disability. The socio model is a concept which recognizes that some individuals have physical or psychological differences which affect the ability to function in the society. However, the social model suggests that it is the society that causes the individuals with physical or psychological differences to be disabled. Individuals with impairments are not disabled by their impairments but rather due to barriers that exist in the society which do not take into account their needs. These barriers can be divided into three categories; environmental, economical and cultural. The social model postulates that the environment disables impaired people by not being accessible enough for them to move, function and communicate as effectively as people without impairment. A great deal of the environment is designed by non-impaired people for non- impaired living.

The social model further argues along economic perspective. This proposes that people can be disabled by lack of resources to meet their needs. Economically therefore, the society does not provide the same opportunities to people with disabilities and this actually starts at school and continues throughout one's career. On the cultural dimension the social model of disability postulates that the society lets the impaired people down because of the prejudiced views and negative shared attitudes of non-impaired community towards people with physical and psychological impairment.

The social model was further developed in the development of the Disability Rights Movement by Winter (2003). Winter argues that people with disabilities should be empowered, not oppressed and included not marginalized. The social model disability demonstrates that the society needs to improve on the socio-economic status. In order to accommodate learners with special needs. To facilitate inclusion learners requires materials such as wheel chairs Braille, large print text books, hearing aids, adapted furniture. The social model of disability emphasizes that society needs to accommodate people with disability.

METHODOLOGY

The study adopted a descriptive survey design using both quantitative and qualitative approach. The target population for this study was the 13 schools practicing inclusive education. The schools had one stream in every class from class 1 to class 8. The respondents were the 13 head teachers, all the class teachers in every school resulting to 104 class teachers, 64 physically disabled pupils, 48 mentally disabled pupils, 40 visually impaired pupils and 32 hearing impaired pupils and 184 parents/guardians representative of the children were also be included. Parents and pupils were included because they form the backbone of the study. Head teachers and teachers are stakeholders in the implementation of inclusive education. Therefore the researcher used 30 percent of the target population. The 13 schools were purposely selected because they practise inclusive education. Because of the small population, all the head teachers of these schools were automatically included in the sample. All the class teachers from each of the 13 schools were purposively sampled making a total of 104 teachers. The data for the research was collected through the use of questionnaires and interview guides. Data analysis was done using descriptive and inferential statistics

RESULTS

Influence of Resource Materials on the implementation of inclusive education

The study sought to find out whether material resources within the school influence the implementation of inclusive education in public primary schools. From the study findings all the respondents (100%) were of the opinion that the material resources within the school influence the implementation of inclusive education in public primary schools. The parents and the pupils interviewed also held this opinion that material resources within the school influence the implementation of inclusive education in public primary schools. The parents indicated that lack of adequate material resources challenges the implementation of inclusive education for their children with special educational needs. The pupils on the other hand indicated that lack of necessary materials hinders them from acquiring education. This implies that indeed material resources within the school influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County. Similar to these findings (Charema & Peresuh (1996) found that inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education. Kholi (1993) also acknowledged that institutional facilities are grossly inadequate in all countries in the continent. Similarly Kisanji (1995) found that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate.

The materials available included; wheel chairs, reading glasses and large print books as well. However the parents interviewed were unable to identify materials specifically meant for children with special needs. This shows that lack of adequate materials was a major social-economic factor determining the implementation of inclusive education in Kibwezi sub-county. The findings concur with (Charema & Peresuh (1996) that inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education.

The study further requested the respondents to indicate the level of agreement with the following statements relating to the effect of resource materials on the implementation of inclusive education in the school. The results are indicated in the table 1.

Table 1: Effect of materials resources on the implementation of inclusive education

Statement	SA	A	N	D	S	Mean	Std.
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						D	Dev
Inadequate materials hinder the implementation of inclusive education in the school	11	28	1	0	0	1.75	0.30
Lack of relevant materials is one of the major obstacles to the implementation of inclusive education	17	20	2	1	0	1.68	0.24
Some of the wheel chairs are old fashioned and cumbersome to push	9	29	2	1	0	1.93	0.30
The school has adequate instructional and learning materials	0	0	1	31	8	4.18	0.33
The government is timely in providing the resource materials for the implementation of inclusive education	0	0	0	34	6	4.15	0.37

The study found that majority of the respondents strongly agreed that that lack of relevant materials is one of the major obstacles to the implementation of inclusive education as shown by a mean of 1.68 and that inadequate materials hinder the implementation of inclusive education in the schools as shown by a mean of 1.75. Majority of the respondents agreed that some of the wheel chairs are old fashioned and cumbersome to push as shown by a mean of 1.93. Majority of the respondents however disagreed that the school has adequate instructional and learning materials as shown by a mean of 4.18 and that the government is timely in providing the resource materials for the implementation of inclusive education as shown by a mean of 4.15. The findings concurs with Ozoji (1995) who stated that most institutions in developing countries do not have the basic units and materials necessary to provide adequate special needs education. Kholi (1993) also reported that institutional facilities are grossly inadequate in all countries in the continent. Correlation Analysis of Social-Economic Factors Influencing Implementation of Inclusive Education

Correlation analysis is the statistical tool that can be used to determine the level of association of two variables (Levin & Rubin, 1998). This analysis can be seen as the initial step in statistical modelling to determine the relationship between the dependent and

independent variables. On the correlation of the study variables, the researcher conducted a Pearson correlation. The table below shows the findings of the correlation analysis.

Table 2: Correlation Analysis

		Implementation of Inclusive Education	of Material Resources
Implementation of Inclusive Education	Pearson Correlation	1	.864**
	Sig. (2-tailed)		0.001
	N	40	40
Material Resources	Pearson Correlation	.864**	1
	Sig. (2-tailed)	0.001	
	N	40	40

From the findings on the correlation analysis there was a strong positive relationship between material resources and Implementation of Inclusive Education as shown by a correlation coefficient of 0.864. This implies that an increase in material resources is associated with an increase in implementation of inclusive education and a decrease in material resources is associated with a decrease in implementation of inclusive education.

Conclusions

Based on the findings, material resource influences the implementation of inclusive education in the public primary schools. There were no enough teaching and learning materials for use by teachers for the implementation of inclusive. In conclusion there was a strong positive relationship between material resources and on the Implementation of Inclusive Education.

Recommendations

The researcher recommends that the schools must take initiative to improve on material resources to be sensitive to learners with SNE. The government, parents, non-governmental organizations and any other person involved in the implementation of inclusive education should provide material resources for accessibility by all kind of learners. The government, parents, non-governmental organizations and any other person should provide different types of supportive devices to assist learners with mobility, hearing, communication, sight, writing and sitting. This will provide the learner with special needs with necessary help to move around and be able to function in the school environment. In addition, policy makers should create awareness and do sensitization to remove socio-cultural attitudes. Further study should

also be carried out in order to investigate the impact of inclusive learning on learners' performance in primary schools.

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