ANALYSIS OF EDUCATIONAL ASSESSMENT AND RESOURCE CENTER FOR STUDENTS WITH SPECIAL NEEDS IN HVP GATAGARA CENTERS - RWANDA

BY
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DECLARATION

This proposal is my original work and has not been presented for a degree in any other University.

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ABSTRACT

The main purpose of this study is to show the importance of provision of educational assessment and resource centers for persons with disabilities in Rwanda, because Rwanda as a country doesn’t have any educational assessment center service for people with disabilities. The study will be conducted in special and inclusive schools. The selected schools of HVP GATAGARA, one inclusive school of HVP GATAGARA (primary and secondary) located in Nyanza District (Southern province of Rwanda), HVP GATAGARA special school for the visually impaired in Rwamagana district (Eastern province of Rwanda), and then, there is a center for mentally challenged in Gasabo District in Kigali city. The number of students in those schools are respectively, 422 in Nyanza, 211 in Rwamagana School for the blind, and 45 children in the center of Gasabo district in Kigali city. The problem is that children with disabilities do not get appropriate educational placement and services because there is no assessment centers to identify, to determine, to diagnose and to assess specifically the unique problem which must correspond to the unique intervention that is supposed to be given by the school. Base on the results from assessment, is where an appropriate educational placement in schools and centers for the children should be possible. Another issue is the no availability of a multidisciplinary team of specialists to formulate the educational individualized plan (services) for every single child to be qualified to be in a condition of special needs education or special services. Based on the problem of the study, 5 objectives are formulated This study will be based on Scaffolding model theory: This refers to the practice of providing guidance and support to children as they move from one level of competence to another. It is a metaphor that is used to describe interactional support for children’s efforts. The assistance offered to the child is sensitive to and contingent on the amount of support needed. This theory is relevant because it helps the research to have the idea of the academic and nonacademic child’s capacity and abilities. It is then for him an opportunity after knowing the child’s ability to make a decision on the appropriate referral or adequate educational placement. The researcher will use a questionnaire to collect data from the students, he will use closed-ended and open-ended questions to provide needed information for the study. An interview schedule will be also one of the technique that the researcher will use to get information from teachers. A pilot study will be done to enhance reliability and validity of the researcher instrument. Data collected from the field will be edited and number the questionnaire appropriately in the case of quantitative data. Statistical Package of Social Sciences (SPSS) will be used to analyze data and the results will be obtained basing on the objectives and questions of the intended study.