IMPLEMENTATION OF STRATEGIES FOR REDUCING DROPOUT RATES OF LEARNERS WITH MILD INTELLECTUAL DISABILITIES IN INCLUSIVE PRIMARY SCHOOLS IN BUGESERA DISTRICT, RWANDA

MUTEZIGAJU FLORA

E55EA/24280/2012

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE DEGREE OF MASTERS OF EDUCATION (SPECIAL NEEDS EDUCATION) IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY.

NOVEMBER, 2015
DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution. This thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works, including the internet, these sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature  _______________ Date  _______________

Mutezigaju Flora,
E55EA/24280/2012

Supervisors:

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

Signature  _______________ Date  _______________

Dr. Franciscah. I. Wamocho,
Lecturer Department of Special Needs Education
Kenyatta University

Signature  _______________ Date  _______________

Dr. Chomba . M.WaMunyi,
Lecturer Department of Special Needs Education
Kenyatta University.
DEDICATION

To my dear parents, the late Augustin Munyagihe, my mother Ancilla Mukarwaka who have greatly contributed to who I am today. My beloved husband Viateur Uwambajimana for endless support he has accorded me during the trying periods of undertaking a study of this magnitude and lastly, to our dearest daughter Shella Nganji Mwiza who stood by me during this time, you are so special.
### TABLE OF CONTENTS

DECLARATION ........................................................................................................... i

DEDICATION ............................................................................................................ ii

TABLE OF CONTENTS ............................................................................................ iii

LIST OF TABLES ....................................................................................................... viii

LIST OF FIGURES .................................................................................................... ix

AKNOWLEDGEMENT ............................................................................................... x

ABBREVIATIONS AND ACRONYMS ...................................................................... xi

ABSTRACT ............................................................................................................... xii

CHAPTER ONE ......................................................................................................... 1

INTRODUCTION ....................................................................................................... 1

1.1 Background to the Study ................................................................................... 1

1.2 Statement of the Problem .................................................................................. 7

1.2.1 Purpose of the Study ..................................................................................... 8

1.3 Objectives of the Study ..................................................................................... 8

1.4 Research Questions ............................................................................................ 9

1.5 Significance of the Study .................................................................................. 9

1.6 Limitation and Delimitation of the Study .......................................................... 10

1.6.1 Limitation of the Study ................................................................................. 10

1.6.2 Delimitation of the Study ............................................................................. 10

1.7 Assumptions of the Study ................................................................................ 11
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8 Theoretical Framework and Conceptual Framework</td>
<td>11</td>
</tr>
<tr>
<td>1.8.1 Theoretical Framework</td>
<td>11</td>
</tr>
<tr>
<td>1.8.2 Conceptual Framework</td>
<td>14</td>
</tr>
<tr>
<td>1.9 Definition of Operational Terms</td>
<td>15</td>
</tr>
<tr>
<td>CHAPTER TWO</td>
<td>19</td>
</tr>
<tr>
<td>REVIEW OF RELATED LITERATURE</td>
<td>19</td>
</tr>
<tr>
<td>2.0 Introduction</td>
<td>19</td>
</tr>
<tr>
<td>2.1 Context of Strategies for Reducing Dropout Rates of Learners with MID in Inclusive Schools</td>
<td>19</td>
</tr>
<tr>
<td>2.2 Methods of Teaching Learners with Mild Intellectual Disabilities</td>
<td>23</td>
</tr>
<tr>
<td>2.2.1 Individualization</td>
<td>23</td>
</tr>
<tr>
<td>2.2.2 Learning by Doing</td>
<td>23</td>
</tr>
<tr>
<td>2.2.3 Direct Instruction</td>
<td>24</td>
</tr>
<tr>
<td>2.2.4 Cooperative Learning</td>
<td>25</td>
</tr>
<tr>
<td>2.2.5 Repetition</td>
<td>25</td>
</tr>
<tr>
<td>2.2.6 Periods of Short Duration</td>
<td>26</td>
</tr>
<tr>
<td>2.2.7 Cognitive Strategy Instruction</td>
<td>26</td>
</tr>
<tr>
<td>2.2.8 Peer Tutoring</td>
<td>27</td>
</tr>
<tr>
<td>2.2.9 Task Analysis</td>
<td>28</td>
</tr>
<tr>
<td>2.3 Teaching/ Learning Resources and Support Services in Teaching Learners with Mild Intellectual Disabilities</td>
<td>29</td>
</tr>
</tbody>
</table>
2.3.1 Teaching/ Learning Resources in Teaching Learners with Mild Intellectual Disabilities..................................................30

2.3.2. Support Services for Learners with Mild Intellectual Disabilities........33

2.4 Qualification of Teachers Teaching Learners with MID.....................38

2.5 Opinions of Teachers on Inclusion of Learners with Mild Intellectual Disabilities..................................................................................39

2.6 Summary of the Literature Review..........................................................42

CHAPTER THREE .......................................................................................44

RESEARCH DESIGN AND METHODOLOGY ........................................44

3.0 Introduction.............................................................................................44

3.1 Research Design......................................................................................44

3.1.1 Research Variables.............................................................................45

3.1.1.1 Independent Variables ..................................................................45

3.1.1.2 Dependent Variable ......................................................................45

3.2 Location of the Study.............................................................................45

3.3 Target Population...................................................................................46

3.4 Sampling Techniques and Sample Size ...............................................46

3.4.1 Sampling Techniques.........................................................................46

3.4.2 Sample Size.......................................................................................47

3.5 Research Instruments............................................................................48

3.5.1 Questionnaire for Headteachers and Teachers.................................48
3.5.2 Interview Guide for Officers in Charge of CFS................................. 48
3.5.3 Lesson Observation Schedule................................................................. 49
3.5.4 Focus Group Discussions......................................................................... 49
3.6 Pilot Study................................................................................................... 50
3.6.1 Reliability.................................................................................................. 50
3.6.2 Validity........................................................................................................ 51
3.7 Data Collection Procedures......................................................................... 51
3.8 Data Analysis................................................................................................. 52
3.9 Ethical and Logistical Consideration........................................................... 53
CHAPTER FOUR. ............................................................................................... 54
FINDINGS, INTERPRETATION AND DISCUSSION......................................... 54
4.1 Introduction................................................................................................... 54
4.2 Section One: Demographic Data of Teachers, Headteachers, Learners with
Mild Intellectual Disability and Officers in Charge of CFS.......................... 55
4.2.1 Teachers, Headteachers, Learners and Officers in Charge of CFS’ Gender. 55
4.2.2 Teachers, Headteachers and Officers in Charge of CFS’ Experiences...... 56
4.2.3 Teacher- Pupil Ratio.................................................................................. 57
4.2.4 Time Learners with MID have been Repeating Class............................ 58
4.3.1 Methods of Teaching Learners with Mild Intellectual Disability.......... 60
4.3.2 Learning Resources and Support Services for Learners with Mild
Intellectual Disability. ..................................................................................... 63
4.3.3 Professional Training and Areas of Training of Teachers .......................... 68

4.3.4 Opinions of Teachers and Learners on Inclusion of Learners with Mild Intellectual Disability. ........................................................................................................... 71

CHAPTER FIVE ........................................................................................................ 76

SUMMARY, CONCLUSION AND RECOMMENDATIONS ......................... 76

5.1 Introduction ........................................................................................................ 76

5.2 Summary .............................................................................................................. 76

5.3 Conclusion .......................................................................................................... 78

5.4 Recommendations ............................................................................................. 79

5.4.1 Policy Recommendations ............................................................................ 79

5.4.2 Recommendation for Further Research ..................................................... 81

REFERENCES ........................................................................................................ 83

APPENDICES .......................................................................................................... 94

APPENDIX I: INSTRUMENTS .............................................................................. 94

APPENDIX II: MAPP OF RWANDA ................................................................. 108

APPENDIX III: RESEARCH PERMIT ................................................................. 109
**LIST OF TABLES**

Table 3.1: Selected Schools and Selected Sample............................................47  
Table 4.1: Gender of Teachers, Headteachers, Learners and Officer in Charge of CFS ........................................................................................................................................56  
Table 4.2: Experiences of Teachers, Headteachers and Officers in Charge of CFS. ........................................................................................................................................57  
Table 4.3: Methods Used by Teachers in Inclusive Child Friendly Schools.....60  
Table 4.4: Views of Teachers on Teaching Methods as Strategy for Reducing Dropout Rate of Learners with Mild Intellectual Disability.........62  
Table 4.5: Support Services for Learners with Mild Intellectual Disability.....65  
Table 4.6: Views of Teachers on Availability of Learning Resources and Support Services as Strategy for Reducing Dropout rate of Learners with Mild Intellectual Disability.........................................................67  
Table 4.7: Teachers Views on Training of Teachers in SNE as Strategy for Reducing Dropout of Learners with Mild Intellectual Disability...70  
Table 4.8: Teachers’ Opinions on Inclusion of Learners with Mild Intellectual Disability.............................................................................................................................72
LIST OF FIGURES

Figure 1. 1: Selected Strategies for Reducing Dropout Rates of Learners with Mild Intellectual Disabilities.................................................. 14

Figure 4.1: Teacher-Pupil Ratio.................................................................................................................................................. 58

Figure 4.2: Time Learners with Mild Intellectual Disability have been Repeating Class................................................................. 59

Figure 4.4: Use of Special Teaching Methods by Teachers as Observed in the Classroom ............................................................ 61

Figure 4.5: Availability of Learning Resources.............................................................. 63

Figure 4.6: Professional Training of Teachers............................................................ 68

Figure 4.7: Areas of Training of Teachers................................................................. 69
AKNOWLEDGEMENT

My heartfelt appreciation goes to my supervisors Dr Franciscah Irangi Wamocho and Dr Chomba M. WaMunyi both of Special Needs Education Department, Kenyatta University. The two instilled so much academic wisdom, guidance and confidence throughout the writing of this thesis. It will be ingratitude to not thank Kenyatta University for opening the door for me and accord me the opportunity to study.

Special thanks go to the Government of Rwanda, through the Ministry of Education for granting me a scholarship to further my studies. I extend special thanks to all my classmates who assisted me in one way or the other. I am grateful to the headteachers, teachers, and officers in charge of the Child Friendly Schools (CFS) and to learners with mild intellectual disabilities who accepted to participate in this study.

Finally, I wish in a very special way to acknowledge my loving husband Viateur Uwambajimana for his overwhelming support both financially and morally. May our Almighty God bless him abundantly for his support during the entire study period. To our loving daughter Shella Nganji Mwiza, I am very grateful for being there for me and for your understanding, particularly when I was not there for you when you needed me most as a mother during the time taken up by my studies.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADRA</td>
<td>Adventist Development and Relief Agency</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>CFS</td>
<td>Child Friendly School</td>
</tr>
<tr>
<td>CWD</td>
<td>Children With Disabilities</td>
</tr>
<tr>
<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussions</td>
</tr>
<tr>
<td>HI</td>
<td>Handicap International</td>
</tr>
<tr>
<td>MINEDUC</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MID</td>
<td>Mild Intellectual Disability</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>NER</td>
<td>Net enrolment rate</td>
</tr>
<tr>
<td>PWDs</td>
<td>Peoples with Disabilities</td>
</tr>
<tr>
<td>UNICEF</td>
<td>The United Nations Children’s Fund</td>
</tr>
<tr>
<td>UN</td>
<td>United Nation</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nation for Education, Social Cultural Organizations</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education</td>
</tr>
<tr>
<td>VSO</td>
<td>Voluntary Service Overseas</td>
</tr>
</tbody>
</table>
ABSTRACT

This study aimed at identifying the extent to which strategies for reducing dropout rates of learners with mild intellectual disabilities were implemented in inclusive primary schools in Bugesera District, Rwanda. The target population was 195 respondents who included teachers, headteachers, learners with MID and officers in charge of Child Friendly School initiative (CFS). A sample size of 62 respondents was obtained through the use of purposive sampling, stratified random sampling and simple random sampling methods. Data collection instruments were questionnaires for headteachers and teachers, interview guide for officers in charge of CFS initiative, focus group discussion for learners with MID and lesson observation schedule. Data collected was analyzed using both qualitative and quantitative techniques. Quantitative data was presented using descriptive statistics, and was entered in SPSS for analysis. Qualitative data was presented using verbatim reporting. The study found out that teachers were not using special methods recommended to teach learners with MID, teaching/ learning resources were not enough and limited support services were provided to learners with mild intellectual disabilities. Though teachers reported to have advanced level in teaching, none had a specialization in the area of learning disability and intellectual disability. The study also found that although teachers had supportive opinions on inclusion of learners with MID; they had limited knowledge of inclusive practice. Furthermore, learners with MID were not happy with the way they were accommodated in inclusive primary schools. The study concluded that strategies for reducing dropout rate were inadequately implemented in inclusive primary, thus the high dropout rate of learners with mild intellectual disabilities. The study recommended that the Ministry of Education introduce Special Needs Education course in Teacher Training Colleges and in servicing others in the area of Special Needs Education. Adequate funding specifically for learners with MID should be provided so that ample specialized teaching and learning materials can be provided.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, delimitation and limitations, assumptions of the study, theoretical and conceptual framework and definitions of operational terms.

1.1 Background to the Study

Every individual has a right to education. This is clearly stipulated in article 26 of Universal Declaration of Human Rights 1948 (UN, 1948). Successive international declarations have all emphasized on the need for the international community to commit itself fully to enabling its citizens to access basic quality education. It is universally recognized that the main objective of education is to provide quality education to all children, including children with special needs. This draws global attention to the fact that Education for All (EFA) is a fundamental human right which cannot be realized without enabling all people who are in any way disabled, access basic quality education. This is to enable them attain their full potential and be able to meaningfully contribute and participate in their society throughout their lives.

Making such people access education is important for human capital
development for it prepares those who were most likely to be dependents to become self-reliant. However, this right has hardly been achieved in many countries mostly in Africa whereby in some areas, the achievement of EFA goals indicates a declining trend (UNESCO, 2001).

There is a growing consensus throughout the world that all children have a right to be educated together. In the last decade a number of major international statements such as: - The United Nations Conversion on the Right of the Child (1989), the UN Standard Rules on the Equalization of Opportunities for Peoples with Disabilities 1993 (UN, 1993), UNESCO's Salamanca statement (UNESCO, 1994) and the Dakar Frame Work on Education for all (UNESCO, 2001) have appeared, affirming the principle of inclusive education and the importance of working towards 'schools for all'.

The weight accorded to these international statements by individual countries varies widely. Some countries have made significant advances towards promoting inclusive education in their national legislation. Iceland, Germany and Canada have national policies which fully support inclusive education. The vast majority of Children With Disabilities (CWD) are in their local schools (Rustermier, 2002). In Italy, India and Norway, there is a strong government commitment to policy and goal of inclusive education. As a result, the number of pupils with special needs who are being educated in special education classes is decreasing annually. Concurrently, those who are receiving education in inclusive regular classes in their neighborhood schools are increasing annually (McCarthy, 2002; Rustermier, 2002). Although there is progress in
access to education by CWD reported throughout the world, there are countries
where little or no progress or even a decline is reported (UNESCO, 2001). This
implies that dual practice has not yet ceased.

While many countries in the world understand the fact that inclusion means all
children learning together in the mainstream, they still retain a dual practice of
'Special' and ordinary schools. In Denmark, which is a pioneering country in
terms of inclusive education, the number of children placed in special classes
has been markedly rising (Rustermier, 2002). In Germany, despite the
government support for inclusive education, a high proportion of students are
still placed in special schools. The Norwegian policy of not providing special
schools is undermined by the practice of parents sending their children to
alternative centres (Rustermier, 2002). This shows that, though inclusion is
generally viewed as a good option for achieving the EFA goal, this has not yet
been fully reflected in practice. The existence of legislation supporting
inclusive education in these countries does not necessarily mean that inclusion
is happening in everyday lives of CWD. Such discrimination could lead to
either drop out from school, low enrolment or opting to learn in special
institutions despite the inclusive education policy discouraging all these.

Individuals with Disability Education Act recognize thirteen categories of
disabilities among which include Intellectual Disabilities. Intellectual disability
means significantly subaverage general intellectual functioning existing
concurrently with deficits in adaptive behavior and manifested during the
developmental period that adversely affects a child’s educational performance.
Experts divide the types of Intellectual Disability into four categories: mild intellectual disability, moderate intellectual disability, severe intellectual disability and profound intellectual disability (Garguilo, 2009). Contrary to other categories of Intellectual Disabilities, children with mild intellectual disabilities are considered educable and may even achieve academic success in regular settings if supported and provided with appropriate teaching methodology (Bala, 2006). However, a study done in Norway by Temple and Walkley (1999) revealed that students with mild intellectual disabilities were significantly less engaged than their peers without disabilities in regular classes’ activities and this lead to their early dropout from the schools.

In Africa some countries such as South Africa, Uganda, Zambia and Kenya among others have a national policy in favor of inclusion. Uganda has been addressing the educational needs of CWD as part of Universal Primary Education (UPE) since 1996 (Miles 2000, Bosa 2003; Mittle 2002). The Uganda Government has made it financially possible for families to send their disabled children to school. In every family, the priority is given to disabled child, then to girls. Although all this has been done, it is evident that there are some children especially the disabled who are still out of school. Some of these children with special needs who may be enrolled in regular schools end up dropping out of school if such a school is not inclusive oriented.

A study carried out by Kalabula and Mandyata (2003) on inclusive practice in schools in Northern Province of Zambia showed that the required educational materials were not provided or were not enough in ordinary schools where
children with special needs were being included. The researchers further added that this situation was the main cause of dropout of learners with Special Needs in those regular schools. A study done in Kenya revealed that students with mild intellectual disabilities are not effectively included in regular classes due to inappropriate curriculum, negative attitude towards their inclusion and insufficient materials (Maingi, 2012). The researcher further added that some of these children with mild intellectual disabilities who may be enrolled in regular schools end up dropping out of school due to lack of support in regular schools.

In Rwanda, the government recognizes the practice of inclusion as only one way to achieve Education for all Goals. Special Needs Education Policy highlights the need of inclusive education for all children where it is possible (Rwanda SNE Policy, 2007). Despite Rwanda’s effort to establish “Child Friendly” schools that aim to include all educationally vulnerable children in mainstream schools, in practice mainstream public schools are often inaccessible to CWDs for a number of reasons. These include: inadequate teacher training, an inaccessible built environment, and a lack of accommodating materials and curriculum (Aminta, 2013). The Special Needs Education Policy calls for schools to be made physically accessible, and to some extent, effort at increasing the accessibility of the built environment have succeeded. However, gaps between inclusive education policy and implementation remain. Notably, students with intellectual disabilities have very little access to basic education due to the extreme social stigma and
exclusion they face. Furthermore, educators have neither the training nor the facilities to make reasonable accommodations for them. Because students with mild intellectual disabilities do not receive the support they need, they struggle at mainstream schools and regularly drop out (Aminta, 2013). Research done pointed out that to reduce the dropout rate of learners with mild intellectual disabilities included in regular settings teachers should have training in special needs education, methods should be adapted, environment should be modified, curriculum should be adapted, supports services and learning resources should be available. In addition, teachers, parents, administrators, pupils and community in general should have a positive attitude towards inclusion of CWD (Mutisya, 2008). The Child Friendly School Initiative started in 2007 by UNICEF and ADRA Rwanda in partnership with the Ministry of Education established strategies to reduce the dropout rate of learners with disabilities included in regular settings. Some of the strategies include the training of teachers in specials education, construction of resource rooms and providing some materials for effective inclusion of learners with disabilities (Inglid, 2010).

The present study, therefore sought to identify the extent to which strategies for reducing dropout rates of learners with mild intellectual disabilities were implemented in inclusive primary schools in Bugesera District, Rwanda.
1.2 Statement of the Problem

Children with disabilities are attending inclusive schools in greater numbers than ever before but dropout rates are significant and lead to low levels of primary school completion in many counties (Frieden, 2004).

Sarah (2012) in her research in Rwanda mentioned that although children with disabilities have been attending mainstream schools, their problems and needs are often not recognized or supported, which has contributed to the alarming early school dropout rate in the country. This is even worse when it comes to learners with mild intellectual disabilities where among 85% of learners with disabilities who drop out, 42% are with mild intellectual disabilities (Sagahutu, 2008). As a result of this high dropout, many learners with mild intellectual disabilities end up in streets begging, fail to be accommodated in vocational rehabilitation where they can acquire skills for self-reliance and self-dependence, and be productive member of the society. Strategies were put in place to reduce the number of children with disabilities who dropped out. This included ensuring that inclusive schools are adequately resourced and teachers are trained in special education. Limited research has been conducted to identify the extent to which these strategies were implemented in inclusive primary schools in Bugesera District.

The present study therefore, sought to identify the extent to which strategies for reducing dropout rates of learners with mild intellectual disabilities were implemented in inclusive primary school in Bugesera District, Rwanda.
1.2.1 Purpose of the Study

The study sought to identify the extent to which strategies for reducing dropout rates of learners with mild intellectual disabilities were implemented in inclusive primary schools in Bugesera District, Rwanda.

1.3 Objectives of the Study

Specifically, the study sought to:

1. Establish how far the teaching methods used by teachers in inclusive primary schools in Bugesera District facilitated retention of learners with mild intellectual disabilities.

2. Identify the availability of learning resources and support services that were used to accommodate learners with mild intellectual disabilities in inclusive primary Schools in Bugesera District, Rwanda.

3. Establish whether professional training of teachers prepared them to teach learners with mild intellectual disabilities in inclusive primary schools in Bugesera District, Rwanda.

4. Find out teachers and learners’ opinions on inclusion of learners with mild intellectual disabilities in inclusive primary school in Bugesera District, Rwanda.
1.4 Research Questions

The study sought to answer the following questions:

1. To what extent do methods used by teachers facilitate retention of learners with mild intellectual disabilities in inclusive primary schools in Bugesera District?

2. To what extent do learning resources/support services available in inclusive primary schools address the needs of learners with mild intellectual disabilities?

3. To what extent do teachers use knowledge and skills acquired during their professional training to facilitate learners with mild intellectual disabilities in completing primary level in inclusive primary schools in Bugesera District?

4. How do opinions of teachers and learners support inclusion of learners with mild intellectual disabilities in inclusive primary schools in Bugesera District?

1.5 Significance of the Study

The findings of the study may have both theoretical and practical implications for the future of learners with mild intellectual disabilities in the regular schools setting in Rwanda. The study sought to identify the extent to which strategies for reducing dropout rates of learners with mild intellectual disabilities were implemented in inclusive primary schools. UNICEF Rwanda and other stakeholders in Education may use the findings to improve the
effectiveness of this initiative and learners with mild intellectual disabilities may benefit and become successful in their adulthood life through appropriate education gained from the regular setting. Furthermore, it is hoped that, the findings on opinions of teachers will help the Ministry of Education to have a clear direction on how to approach the teachers, and the students as they plan for implementation of inclusion on a wider scale. Finally, this study will be helpful to the future researchers on similar subject

1.6 Limitation and Delimitation of the Study

1.6.1 Limitation of the Study

In Rwanda, the policy of inclusive education was in the initial stage of being developed, lack of previous studies addressing similar concerns in Rwanda were major limitation because there was a shortage of sufficient literature that would have been useful in developing this study. Due to time constraint the researcher did not cover all the schools in the District.

1.6.2 Delimitation of the Study

The study was conducted in Bugesera District because that District possesses a high number of schools practicing inclusion under Child Friendly School initiative and possessed a high number of learners who dropped out from the schools. The study was limited to teachers, headteachers, learners, and officers in charge of Child Friendly School initiative. It was not possible to cover opinions from parents and others stakeholders such as District Education
Officer, Sector Education Officer, etc, tracing them required considerable time and other logistics. The study was based in schools practicing inclusion under the project of UNICEF known as “Child Friendly School”. Others schools practicing inclusion in this country was not the concern of this study.

1.7 Assumptions of the Study

The present study assumed that

- A big number of learners with mild intellectual disabilities who were initially enrolled in inclusive primary schools had dropped out and returned in centres or stayed at their respective home.
- A few numbers of children with mild intellectual disabilities were in inclusive primary schools while a big number were in centres for the intellectually challenged.
- The respondents were available and cooperate in providing reliable responses.

1.8 Theoretical Framework and Conceptual Framework

1.8.1 Theoretical Framework

The study was based on social model of disability, as discussed by (Rieser, 2002). This model encourages the society to view the issue of including the Peoples With Disabilities (PWD) from a human right and equality perspective rather than a focus on the PWD as faulty. The model views the barriers that prevent people with disabilities from participating in any situation as what
handicaps them. The disability movement comprising of the disabled and their supporters are of the view that the position of the disabled and discrimination against them are socially created (Rieser, 2002). Through fear, ignorance and prejudice, barriers and discriminatory practices develop which disable and handicap them. People with disabilities are often made to feel that it is their own fault that they are different. But the fact is that the impairment does not make them less human beings. This is what the social model strives to make others understand. The peoples with disabilities’ movement believes the ‘cure’ to the problem of disability lies in the restructuring of the society, and not focusing on the individual's impairment.

In an inclusive setting, it is the school's responsibility to re-adjust to meet the learner's need but not the learners to adjust to meet the school's requirements. In the social model, it is well understood that children with disability may experience difficulties in the education system. This may be due to extensive demanding, rigid and inflexible curriculum, inaccessible school environment, lack of adequate resources and materials, negative attitude among others. However, inclusive education approach suggests that, these difficulties should not be explained simply in term of children's impairment. It discourages the view that the learner faces such problems due to his/ her impairment. Under these circumstances, the option is not to establish a separate special school, which will further separate these children from their peers and facilities, neither is it cost effective. Instead, the school itself should not be seen as creating barriers to learning for the learners with special needs by failing to create an enabling and supportive environment for learners with special needs.
A more appropriate response is to understand the barriers to learning and work out systematically to alleviate them. This model first sees the strength of the child, rather than the disability. It advocates for the inclusion of all children, however severely disabled or handicapped one is in the mainstream education system.

This social model applied in this study in that many children with special needs especially those with mild intellectual disabilities were locked out of education opportunities due to barriers related to school, teachers and community in general. Those barriers affected their participation and achievement in regular schools which contributed to their dropout from schools. However, they could be educated, complete primary level, move to vocational rehabilitation, acquire skills for self-reliance and self-dependence and be productive member of the society when provided with appropriate education. This study therefore used the social model of disability for this was the one that favor the ideas of inclusive education and encourages the society to seek strategies for maintaining learners with mild intellectual disabilities in inclusive settings and ensure their appropriate implementation.
1.8.2 Conceptual Framework

Figure 1.1: Selected strategies for reducing dropout rates of learners with mild intellectual disabilities.

**Independent Variables**

- Methods of teaching learners with MID
- Professional qualification of teachers.
- Learning resources and support services.
- Teachers and students’ opinions.

**Dependent Variable**

Dropout rate of learners with mild intellectual disabilities

**Expected outcomes**

- High completion rate
- Accommodated in vocation rehabilitation
- Acquiring skills for self-reliance and self-dependence
- Being productive member of the society

Source: Developed by the researcher based on ideas from Rieser’s social model of disability.

Figure 1.1 above shows relationship between independent and dependent variable.
This conceptual framework was developed by the researcher to show possible strategies for reducing dropout rates of learners with mild intellectual disabilities in inclusive primary schools. Independent variables which constituted the strategies were: adapting methods used by the teachers, increasing qualification of teachers and train them in SNE, avail learning resources and support services and promote supportive opinions of teachers and students on inclusion of MID. Those strategies reduce dropout rate of learners with mild intellectual disabilities in regular schools which was dependent variable) and those learners may have a chance to complete primary level, be accommodated in vocational rehabilitation acquire skills for self-reliance and self-dependence, and be productive member of the society.

1.9 Definition of Operational Terms

**Inclusive Education:** This refers to the philosophy of ensuring that schools, centres of learning and educational systems are open to all children. This will enable the learners to be included in all aspects of school-life. It also means identifying, reducing or removing barriers within and around the school that may hinder learning. For this to happen, teachers, schools and systems need to modify the physical and social environment so that they can fully accommodate the diversity of learning needs that pupils may have (Kenya Institute of Special Education, 2002).

**Inclusion:** This is a goal that all participants in any society should aim at achieving to ensure that all persons regardless of their racial, economic,
physical or any difference are not excluded from any of the society’s activities. This calls for equal opportunities and accessibility to all resources, services and responsibilities. The full and equal participation of each individual is assured in an inclusive society in which differences is respected and valued. Discrimination and bias against those who are different is eliminated through appropriate practices and policies. Inclusion therefore calls for persons with special needs to be fully involved in all aspect of life which are: education, employment, consumer services, recreation and Social activities, community and domestic activities, decision making process and access to information (Kenya Institute of Special Education, 2002).

**Regular school**: Refers to the mainstream school, which follows curriculum that is prepared for the average ability learners (Kenya Institute of Special Education, 2002).

**Special Needs Education**: This is education, which provides appropriate modifications in curricula, teaching methods, and educational resources, medium of communication or the learning environment. These modifications are meant to meet the special educational needs of individuals with a handicap. Special Needs Education is learner-centered, flexible and adjustable to individual needs and potentials (Kenya Institute of Special Education, 2002).
**Mild Intellectual Disability:** Is one of category of Intellectual Disability (ID). About 90% of individuals with ID belong to this category. Persons in this group are considered “educable”. They show no organic pathology and require little supervision. With parental assistance and appropriate teaching they can make progress in normal schools, they can be taught to be self-supporting (Bala, 2006).

**Child Friendly Schools:** In the Rwandan context a child-friendly school is defined as:

1. Inclusive - engaging all children in learning and classroom activities and actively seeking out those children who do not come to school; using extra-curricular activities such as sports and clubs to offer multiple opportunities for children to express themselves and develop;

2. Safe and Protective - an environment where children and teachers are physically secure, free from abuse and are supported emotionally and psychologically;

3. Health promoting - an environment that is clean and meets the basic water and sanitation needs of children and teachers; promoting good health and nutrition practices;

4. Gender sensitive - using teaching methods which provide equal chances to boys and girls; creating an environment that promotes better understanding and respect between boys and girls;
5. Effectively promoting child-centred teaching/learning with enough qualified and supported teachers in well-managed classrooms using child-centred teaching methodologies;


**Drop-out Rate (DR)**: Is the percentage of pupils who leave the school without completing the grade they were during school year. Dropout rate can also obtained by subtracting the sum of promotion rate and repetition rate from 100 in the given school year (Rwanda Education Statistics, 2012).
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This Chapter presents the context of strategies for reducing dropout rates of learners with mild intellectual disabilities, methods of teaching learners with mild intellectual disabilities, availability of learning resources and support services in teaching learners with MID, qualification of teachers teaching learners with MID and the opinions of teachers on inclusion of learners with MID. Finally this chapter concludes with a summary of the reviewed literature.

2.1 Context of Strategies for Reducing Dropout rates of Learners with Mild Intellectual Disabilities in Inclusive Schools

Achieving the Education for all targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities. The EFA Global Monitoring Report 2007 estimates that the majority of children with disabilities in Africa do not go to school at all, and of the 72 million primary aged children worldwide that are out of school, one third have disabilities.(UNESCO, 2007).

In developing countries, fewer than 5% of children with disabilities reach the education for all goals of primary school completion (Richler, 2004). The
second goal of UN Millennium Development Goals (UN, 2007) aims at ensuring that all boys and girls, including those with disabilities, complete a full course of primary schooling.

A study done by Maingi (2012) in Kenya found that children with mild intellectual disabilities have had limited access to formal education relative to their able bodied peers. He added that even when access was accorded, they had often dropped out due to inadequate, inappropriate and or ineffective educational services.

In Rwanda, nearly all students are expected to complete primary school level. Yet, many learners with disabilities leave school early each year without a primary school certificate (ESSP 2014/2018). In fact, the EICV3 revealed that the chance to dropout from the school among learners with disabilities is four times higher than that without disabilities. Not all schools are adequately equipped with appropriate facilities, learning materials and teaching aids and specially trained teachers to include children with disabilities (ESSP 2014/2018). The education sector aims to be fully inclusive, implementing strategies to ensure that schools are adequately resourced and prepared to include children with special needs including children with mild intellectual disabilities. Sagahutu (2008) pointed out that appropriate methods help learners with intellectual disabilities to participate actively in a class and inappropriate methods lead to repetitive failure which is the main cause of dropout of learners with mild intellectual disabilities. A study conducted by Wafura (2010) on early identification of children with disabilities asserts that
usage of appropriate teaching methods is the key to helping learners with disabilities including learners with mild intellectual disabilities and to maintain them in schools. Teachers that are well-trained are empowered with skills and knowledge to identify the special educational needs, make appropriate curriculum adaptations and adopt several techniques such as peer tutoring, cooperative learning, task analysis and individualization (Chadha, 2001). These are seen as appropriate to teach learners with intellectual disabilities.

To help students with MID generalize and apply what they are learning, teachers may need to construct opportunities for real world problem-solving. The teacher should choose teaching materials that help promote active learning of targeted skills, add interest to the lesson, are age appropriate; closely match the students’ ability level and those that lead directly to skill acquisition.

A study by Odero (2005) quoting Fisher 1995 on adequacy and utilization of teaching resources for learners with slow learning abilities reveals that adequacy of resources for instruction of learners with learning disabilities can make a difference in their lives. The teacher’s first responsibility is to ensure that his class is adequately resourced. Resources should be available as much as possible and they should be sufficient to encourage imaginative use. Availability and adequacy of a wide variety of instructional resources and from many sources can stimulate learning. Learners with MID are known to be less able to grasp abstract concepts when compared with individuals of
normal intelligence. Therefore, the more meaningful and concrete the material, the more the opportunities for learners with MID to learn and stay in schools.

Kirk, Gallagher, Anastasiow and Coleman (2006) pointed out that the largest determinant of retention rate of learners with mild intellectual disability in schools in term of teachers’ characteristics is the professional training and experiences. UNESCO (2003) advocates that the training of general teachers at pre service and in service levels should address the issues of education of children with special needs who dropout from the regular schools, so that teachers are better equipped to work in an inclusive environment.

Teachers are seen as key persons to implement inclusive education. Positive attitudes are therefore argued as playing a considerable role in implementing this educational change successfully. Teachers and learners should have a positive attitude towards inclusion of learners with mild intellectual disabilities if inclusion is to be effective. Indeed, research has shown that to reduce the dropout rate of learners with disabilities included in regular schools, a numbers of strategies should be adopted which include training of teachers in special needs education, adapting methods of teaching, modifying the environment , adapting the curriculum, providing supports services and learning resources and over that teacher, parents, administrators, pupils and community in general should have a positive attitude towards inclusion of CWD( EFA, Global Monitoring Report, 2010). There is a need to find out the extent to which these strategies are being implemented in inclusive schools.
2.2 Methods of Teaching Learners with Mild Intellectual Disabilities

Educable children with intellectual disabilities tend to fail in ordinary schools (Bala, 2006). However, they are capable of making progress in normal schools. So, schools must provide such curriculum and methodology of teaching that will enable them to overcome their difficulties easily. Teachers must give priority in helping children with intellectual disability become self-sufficient and an accepted adult member of the community in which he lives (Bala, 2006). The special methods which are generally adopted in teaching the educable children with intellectual disabilities are as follows:

2.2.1 Individualization

While we consider the special methods for education of children with intellectual disabilities, obviously the dominant theme which comes to mind is the “individualization” of education. This term does not mean that the children receive individual instructions with small classes; but it implies that each child is allowed to proceed at his own pace of learning according to his own unique growth patterns (Bala, 2006). Of course, these children need opportunities for group participation, so that correct social attitudes may be developed.

2.2.2 Learning by Doing

For educating the educable children with intellectual disabilities, the implication of the principle of “learning by doing” cannot be ignored (Bala,
2006). Here the basic principle of special education is that the children should learn by doing. Top priority is given to activity methods which lay emphasis on learning through experiences. Generally, the defect of child with intellectual disability lies in the area of relational and abstract thought. So he/she faces difficulties in learning where the method of communication is largely verbal. These children learn better through such materials which appeal most to their senses (Garguilo, 2009).

For example, when you are teaching the topic on seed planting, you can take the children to the school farm and give each child some seed, show them how to make holes and put in the seeds, let each child do individually so as to understand what seed planting involve. This will make them understand the topic better rather than using verbal explanation.

### 2.2.3 Direct Instruction

Direct instruction is a method of teaching that help students achieve mastery of skills through instructions that is explicit, carefully and planned (Turnbull, 2010). Teachers determined the objectives of the teaching, plan the teaching through task analysis, provide explicit instruction, and plan for continuous testing. The focus is on teaching the academic skills of the curriculum in a structured and controlled manner. The desired academic curriculum skills are carefully scheduled so that each step can be taught in sequence by the teacher. Procedures for direct instruction include: Break tasks into small steps, administer probes, supply feedback, provide diagrams and pictures to enhance comprehension and provide ample independent practice. Research shows that
direct instruction is very effective for learners with intellectual disability as they need explicit, sequenced and organized instruction (Turnbull, 2010).

2.2.4 Cooperative Learning

Cooperative learning is an instructional method that makes use of small, heterogeneous group of students who work together to achieve common learning goals (Heward, 2006). It involves students of various ability levels working together to solve a problem. In cooperative learning, students who have difficulties are assisted by others who mastered the skill needed to solve the problem. The teachers gives a tasks to a small group of students (typically four to six), who are expected to complete the task by working cooperatively with one another. Research shows that cooperative learning is effective for students with intellectual disability because it help them to interact with others and participate in a lesson as well as learn from others. However, this is possible only if group are heterogeneous and their team mate are supportive and helpful (Abosi, 2007).

2.2.5 Repetition

Children with intellectual disability have a poor memory. For them, teaching method must provide for a considerable amount of repetition if learned material is to be retained. However, there is no justification for rote learning. The children should understand the materials clearly before facing any retention test. The memory span of these children can be increased by making
them interested and motivated (Bala, 2006). Research has shown that the memory span of these children increases, if the learning materials have meaningful associations.

2.2.6 Periods of Short Duration

Children with intellectual disability have short attention span. For this reason, formal teaching periods should be kept fairly short (Garguilo, 2012). It is of importance to note as to how long a child can concentrate when the subject is stimulating.

2. 2.7 Cognitive Strategy Instruction

A study by Torgesen (1998) indicates that learners with mild intellectual disabilities often fail to transfer the skills and behaviors learned in the classroom to new situations. They also fail to take an active role in their own learning and fail to devise strategies that could help them accomplish tasks more efficiently (Torgesen, 1998). The major emphasis in cognitive strategy instruction is students becoming independent and self-directed where the learners take responsibility for both their own learning and their own behavior. Strategy instruction combines these powerful teaching techniques of applied behavior analysis and direct instruction with concern for cognitive process (i.e. those thoughts and feelings; children have about themselves and about their learning).
Through strategy training, students are taught how to improve important behavior, including attending to seat tasks, comprehending reading passages or memorizing the content area.

2.2.8 Peer Tutoring

Peer tutoring involves students learning from each other in ways which are mutually beneficial and involve sharing knowledge, ideas and experience between participants. The emphasis is on the learning process including the emotional support that learners offer each other as much as learning itself (Boudet, 2001). Children without disabilities serve as tutors for their counterparts in special education programmes. Fuchs and Fuchs (1998) assert that class-wide peer tutoring can be an additional means to allow all students opportunities for interactions and feedback from one another. According to these authorities, for peer tutoring to be successful, the teacher must remain actively involved. Studies by Jenkins and Jenkins (1985) indicate that teachers must plan structured lessons for the tutors to follow, train tutors to use interpersonal behaviors that will facilitate learning, and monitor the performance of both tutors and tutees. It is also relatively easy for teachers to implement and is a practical way of providing support for learners with MID. Both the tutor and tutee benefit from the peer tutoring experience, for the tutee; there are gains in academic achievements. The child is able to learn more effectively from a classmate whose thinking process is closer to that of the child than that of the teacher. There are academic gains because the best way to learn something is to teach it to someone else. The tutor also serves as
a model of appropriate academic and non-academic behavior. The relationship between the two children also provides opportunities for establishing additional social relationships within the classroom. Appropriate methods help learners with intellectual disabilities to participate actively in a class and inappropriate methods lead to repetitive failure which is the main cause of dropout of learners with mild intellectual disabilities (Sagahutu, 2008). As observed by Swanson (2001), teachers teaching in regular classrooms should have at their disposal a variety of variety of special teaching methods to motivate learners with MID to learn and reduce dropout rate.

2.2.9 Task Analysis

Task Analysis is a process of breaking a skill into smaller, more manageable steps in order to teach skills. Other practices, such as reinforcement, video modeling, or time delay, should be used to facilitate learning of the smaller steps. As the smaller steps are mastered, the learner becomes more and more independent in his/her ability to perform the larger skill (Carter & Kemp, 1996). We often expect learners to be able to figure out the steps involved in completing a task. But with a special needs population, where you might have children with Intellectual disability, it is necessary to take the time to express the different parts of a task until the students has mastered each one. Like any other undertaking, Task Analysis can also be deconstructed into steps: (Browder & Trela, 2007). They include: determining what task you want the students to perform, figure out what steps will be required to complete the task, teach the student one step until the student displays mastery of it, decide
what order to teach the steps in. You might have the student master the last step, the second to last and so on until the entire task can be done independently. Or vice versa, you can work from the first step to the last. This is known as chaining. As each part of the process is learned, add it to the chain until the task can be completed independently. Task Analysis can be an invaluable tool for a special educator trying to help students gain independence. Research has shown that students with Intellectual Disability benefit a lot from this process.

Noting that in regular schools, the teaching methods used were tailored for children assumed to have no special needs, it has not been established through a study in inclusive schools in Bugesera District if the methods used were suitable for children with mild intellectual disabilities and if the teachers were able to vary them according to their needs. This should be established as well as how this affected the enrolment and the dropout of children with mild intellectual disabilities in regular schools.

2.3. Teaching/ Learning Resources and Support Services in Teaching Learners with Mild Intellectual Disabilities.

Teaching materials are the resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways (Isolo, 2010).
2.3.1 Teaching/ learning resources in teaching learners with mild intellectual disabilities.

Instructional resources are objects or devices, which help the teacher to make a lesson much clearer to the learner (Isola, 2010). Instructional resources are materials locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. There are different types of instructional resources used in teaching students with MID. Okogbuo, (2000) classified the types of instructional resources as follows:

**Visual resources:** picture, diagram buildings, projectors, chart, real objects, books, newspapers, magazines, pamphlets, handout, clock face, simple abacus, colored objects, puppets, models, and chalkboard.

**Audio resources:** tape recording cassette, radio, CD and dramatization.

**Audio-Visual resources:** television, video recording, motion pictures with sound tracks, slide, films and multimedia, computer, and DVD

**Graphic resources:** charts, picture board, number cards, tracing paper, puzzles, matching cards, picture book, reading board, cartoon books, stacking toys.

**Realia resources:** real objects like; posters, flags, magazines, plant, tools, pictures, graphics, animals, Coins and seeds.

Instructional resource plays a significant role in the teaching and learning process particularly with students with MID. Sarama and Clement, (2009)
observes that instructional resources help pupils to improve their leaning. The author therefore encourages teachers to use instructional resources such as textbooks, puppet, charts, maps, graphics, pictures and diagrams. Walle, Karp and Williams, (2010) state that learning resources enable learners to understand better through the use of more than one sense: sighting, touching, hearing, tasting and feeling. Some scholar adds that these resources provide experience that is not easily to get through other materials. Thus they contribute to efficiency, depth and variety of learning.

Research has shown that teaching and learning resources generally enhances learning of learners with MID (Bender, 2002). Lerner (2006) observed that in teaching learners with MID, the resources would: (i) Form a focal point and attract attention (ii) a rouse interest and promote a desire to learn (iii) supplement and help to explain words and processes (iv) stimulate learners imagination to learn (v) help consolidate what has been learnt and save time. In essence, this means that teaching/ learning resources should facilitate learning for learners with MID and help attract them to school.

Adequate and use of resources for the maximum effect can make a big difference to a school and learners (Fisher, 1995). Teachers of learners with intellectual disabilities should not just settle for good enough but seek to do better by insuring adequate and effective use of instructional resources. The teacher's first responsibility is to ensure that his class is adequately resourced (Ellington, 1998). The scholar argues that resources should be available as much of the time as possible and they should be sufficient to encourage
imaginative use. Availability and adequacy of a wide variety of instructional resources can stimulate the interest and active engagement of learners with intellectual disabilities (Herward, 2000).

Providing children with various kinds of instructional resources has positive impact on their learning and enable them to perform activities on their own (Soloty, 1992).

Learners with intellectual disabilities require functional aids and real objects as learning resources. These include; activities of daily living, pre-vocational and vocational training equipment, physiotherapy and occupational therapy equipment, music and art therapy equipment, computers, visual, auditory, tactile and perceptual training materials (James, 2009).

A study conducted by Kristensen and Kristensen (1997) in Uganda indicated that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate.

A study carried out by Kalabula and Mandyata (2003), on inclusive practices in schools in Northern Province of Zambia showed that the required educational materials were not provided or were not enough in ordinary schools where children with special needs were being included. This corresponds with Republic of Kenya (2005) and the Ministry of Education (2009) assertion that implementation of inclusive education in Kenya was compounded by inadequate facilities, lack of equipment and inadequate teaching/learning materials.
2.3.2. Support Services for Learners with Mild Intellectual Disabilities.

In addition to related services, support services are equally important. Realizing the goal of successful education of children with special educational needs is not the task of the Ministries of Education and schools alone. It requires the co-operation of families, and the mobilization of the community and voluntary organizations as well as the support of the public-at-large (Randiki, 2008). The various types of services are: academic support, administrative support, community support, parental support, peer support.

Academic support is the most important support to ensure appropriate education for special needs children. Academic support consists of the following measures: provision of instructional materials for children with special needs; providing specialized help to children with special needs in the resource room; modifying/ adopting the curriculum to suit to the needs of special needs children; rectifying the deficiencies of children with special needs; improving the quality of teaching; taking personal care of special needs children; showing positive attitude towards children with special needs; adopting innovative teaching practices; providing remedial instructions to children with special needs and establishing linkage with special schools and utilizing the expertise and resources of special schools (Dash and Rai, 2009).

Children enrolled in special schools who need specialized help may be referred to special schools or that specialist teachers working in special schools may be requested to provide special assistance and services to such children. For this purpose, there should be linkage between special schools and the inclusive schools. When this linkage is not established, the child with
special needs loses the game. Teaching special needs children in inclusive setting is not simple as it may appear. Teachers may not be able to deal with the situation individually. There is, thus, a necessity of collaboration and consultation among teachers. Lack of collaboration and consultation among teachers is a barrier to provide quality education to children with special needs.

Administrative support is another important measure for implementing children with special needs. This includes the following; visit of supervising officer/education officer to the schools; giving feedback to teachers for increasing their efficiency; financial assistance to schools for implementing education for children with special needs; constructions of resource rooms in schools or in the centre schools; maintenance of resource rooms; providing in-service education to teachers and the headmasters; deputing teachers to visit model inclusive schools outside the state/country and monitoring and evaluation of the programme (Dash and Rai, 2009). For effective implications of education for children with special needs, administrators are expected to be familiar with the concept, objectives and practices of inclusive education. Such familiarity will help the administrator in supervision, monitoring, control and for providing leadership to the headmasters of schools.

A resource room is an administrative arrangement for meeting the needs of children with disabilities. Specialized help can only be given to such children in the resource rooms. Thus schools should have resource room facilities. Resource rooms can be constructed either with assistance from the government or from other agencies (Dash and Rai, 2009). Once the resource
has been constructed it must be maintained properly and used for the purpose for which it has been constructed.

Involvement of the community or social intervention is a necessary condition for the success of education of children with special needs. The community can intervene in the programme in the following ways: participating in the decision making process; meeting the expenses of constructing the resource rooms; sending out of school children to school; encouraging disabled children to attend school regularly; providing or helping the teachers trained in special education; providing the salary of the resource teachers; providing aids and equipment’s to the schools; supervising the work of teachers; and giving feedback to them; helping in dealing with the problems of the handicapped girl child; monitoring the progress of education of special needs children in the locality and transforming the school into a community school (Dash and Rai, 2009). A crucial barrier to effective education for special needs children is non-involvement of parents in the process of educating children with special needs. In most cases parents send their children to school but they are not involved in any aspect of inclusion such as assessment, decision making and education of their children. They are alienated from the school. Moreover, a lot depends on community participation. Non-involvement of parents may act as a barrier for successful education of special needs children. A co-operative, supportive partnership between school administrators, teachers and parents should be developed and parents regarded as active partners in decision-making. Parents should be encouraged to participate in educational activities
at home and at school, as well as in the supervision and support of their children’s learning (Dash and Rai, 2009).

Children with special needs may be enrolled in the regular class, but they may not be accepted and respected by their age peers. Under this circumstance, the child with a disability may be teased and bullied by their peers. This act is a major barrier for education of children with special needs. Peer rejection can be avoided by encouraging children to develop friendships.

The peers should help a child having special needs in learning and offering remedial tutoring, if required. For the full development of children with special needs the non-disabled should accept their disabled peers (Boudet, 2001). They should make friendships with their disabled peers and should play with them so that they cannot think themselves as inferior. Children with and without disabilities should learn together and completer their assignment cooperatively and if teachers ask non-disabled children to provide tutoring to their disabled peers. Peers rejection and acceptance also plays an important role for the education of children with special needs. If non-disabled children accept them and help them they can enjoy the school environment making progress towards integrated education.

UNESCO (2004) opined that a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for children with disabilities in inclusive schools. However, according to Carrington and Robinson (2004) in many developing countries, special education services are not being adequately funded due to their prevailing economic and political turbulence.
According to UNESCO (1994), the Salamanca Declaration in 1994 in Italy at the world congress on special needs education, reaffirmed the commitment of the world community (including developing countries), to give the highest policy and budgetary priority towards inclusive education, in order to include all children regardless of individual differences and disabilities. However, World Bank (1996) report showed that educational services are deteriorating as a result of severe decrease in funding in many African countries.

Brohier, Kisanji, Mcconkey and Otoole (1995) reported that in many developing countries it remains the case that special needs provision has not been a priority of the government policy and expenditure. According to Mba (1995), this is due to the needs of the “normal” who were in the majority had to be met first prior to meeting those of individuals with special needs who were in the minority. Lack of awareness of the potentials of people with disabilities, expenditure for services for people with disabilities was considered” as waste of scarce funds” and meeting the needs of citizens with disabilities was considered” too costly” without return.

It has not been established by any research in Rwanda, if these instructional resources and support services were available enough in inclusive schools and if they were effectively implemented to facilitate retention of learners with mild intellectual disability.
2.4 Qualification of Teachers Teaching Learners with Mild Intellectual Disabilities

The largest determinant of retention rate of learners with mild intellectual disability in schools in term of teachers’ characteristics is the professional training and experiences. (Kirk, Gallagher, Anastasiow and Coleman, 2006).

Moodley (2002) says that, when teachers are trained and have the skills to handle the children with special needs, they normally gain courage in their work. Awareness on various disabilities makes them have positive attitudes towards the learners. Teachers can experience greater job satisfactions and a higher sense of accomplishment when all children are succeeding in school to the best of their abilities (UNESCO, 2004d). Teaching thus becomes a joy, not a chore. A study by Njoroge (1991) found out that those teachers with special training favored mainstreaming more than those without. There is a need for training teachers in special needs education and in servicing the others for them to be able to handle learners with special needs professionally. Through pre – service and in- service training, they will gain skills and competence and develop positive attitude which is critical for practice of inclusive education (UNESCO, 2004d). The training ensures that the interventions strategies are valid, relevant and correctly applied. Instead of previous haphazard intervention, the trained teachers are able to identify children with special needs and refer them for assessment.

UNESCO (2003) advocates that the training of general teachers at pre service and in service levels should address the issues of education of children with
special needs who dropout from the regular schools, so that teachers are better equipped to work in an inclusive environment.

World Bank (2004) reports that adequately trained professionals are required in the provision of meaningful educational services to children with special needs in regular schools.

A study conducted in Pakistan (UNICEF, 2003) found out that some of the challenges faced by teachers dealing with students with special needs in the regular primary schools were related to limited knowledge on how to deal with learners with special needs.

The growth in the quality of education services also entail continuous skills upgrading for teachers. However, this has not been the case and the limited opportunities for in servicing training have denied most of them the chance to enhance their skills beyond those acquired during their basic training.

There was a need therefore to investigate whether regular teachers in regular schools have been trained in SNE and if it helped them to address the needs of children with mild intellectual disabilities and then enhanced their enrolment and retention.

2.5 Opinions of Teachers on Inclusion of Learners with Mild Intellectual Disabilities

Teachers are seen as key persons to implement inclusive education. Positive attitudes are therefore argued as playing a considerable role in implementing this educational change successfully.
Mushoriwa (2001) says that attitudes are the greatest barriers or the greatest assets, to the development of inclusive education. They influence our perceptions of challenges, strategies to be chosen and goals to be achieved. Mushoriwa (2001), quoting Rajeck (1982) says that there is a general belief that human behavior and actions are influenced by attitudes, where by attitudes are seen as the cause, and behavior as the consequence. Mushoriwa (2001) adds that attitudes include desires, convictions, feelings, opinions, beliefs, hopes, judgment, interact and handle children with special needs. Vayrynen (2002) argues that if Education for All (EFA) are to be achieved, and particularly that of the PWD and other special needs, it has to start with the change of attitudes to make education for all mean ALL, not just ALL BUT”.

Kuyini (2010) found out that although teachers in Ghana had relatively positive attitudes towards including learners with special needs in regular classrooms, they had limited knowledge of inclusive practices. Further, they were not providing the individual support to learners with mild intellectual disabilities in the generally overcrowded classrooms to allow them to achieve meaningful educational outcomes

A study in Australia by Wiley Blackwell (2010) on teachers’ attitude towards inclusive education, showed that the teachers were more positive on learners whose programmes focused on social inclusion that those requiring physical changes in their school or classroom. The teachers were also more accepting
to learners with physical disabilities that to those who necessitated academic modification such as intellectually challenged.

A study done by Reezigi and Pul (1991), quoted by Mutisya (2008) found out that many pupils who had been included in a regular class wanted to go back to their special schools after suffering isolation and stigmatization in the regular class.

A study done by Karangwa (2006), indicated that attitude of community towards inclusion of learners with disabilities is most negative when it came to learners with intellectual disabilities. The researcher highlighted that parents with children with Intellectual Disabilities always have a tendency to hide them at home or prefer to take them in centres often run by religious organization.

A study done by James (2006) on teachers’ attitude towards the integration of children with disabilities indicated that teachers’ attitudes to the integration of individual with disabilities reflected lack of confidence both in their own instructional skills and the quality of support personnel currently provided to them. The research also found that teachers’ attitude may be significantly modified by their pre service training and the nature of their subsequent professional experience. Teachers’ attitude is therefore crucial to the success of inclusion program for children with disabilities.

There is a need therefore, to create awareness about the nature, cause, prevention and intervention of conditions that create special needs. This will help to create positive attitude towards PWD and towards inclusion in general.
This preparation for change is a major step towards transition into inclusive education. However, it should be noted that most of the study were conducted in regular schools where the teachers and parents did not have any support from NGO and the Government. This study was conducted in inclusive primary schools practicing inclusion under Child Friendly school initiative, to see whether the attitudes of teachers facilitated the inclusion of learners with mild intellectual disabilities.

2.6 Summary of the Literature Review

From the literature reviewed, it emerges that education of the PWD is still a big challenges to the world. Government of Rwanda, together with different organizations has supported regular schools to include learners with different categories of disabilities, including learners with Mild Intellectual Disabilities. Research done points out that inclusion of CWD to be effective, teachers should have training in special needs education, methods should be adapted, environment should be modified, curriculum should be adapted, supports services and learning resources should be available and over that teachers, parents, administrators, pupils and community in general should have a positive attitude towards inclusion of CWD (Mutisya, 2008). The researcher added that if those are not available, the enrollment of learners with disabilities will be affected and few whom access was accorded will end up dropping out from the schools because their needs are not carted for. However most of the research done may be limited. Most of it has been conducted in others countries and in regular schools that were not supported by NGO. Most
of it also has limited to other categories of disabilities like visual impairment, hearing impairment, physical impairment, other research has been limited to causes of dropout of learners with mild intellectual disabilities. A research to identify the extent to which strategies for reducing dropout of learners with mild intellectual disability were implemented in inclusive primary schools practicing inclusion under Child Friendly School initiative was yet to be done in Rwanda. A systematic study therefore was necessarily to identify the extent to which these strategies were implemented for reducing the dropout rate of learners with mild intellectual disability in inclusive schools.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This Chapter focuses on: research design, variables, location of the study, target population sampling techniques and sample size, research instruments, piloting, validity and reliability, data collection procedures, data analysis and finally the logistics and ethical considerations.

3.1 Research Design

The study adopted a descriptive survey design. This is because the study aimed at identifying the extent to which strategies for reducing dropout rates of learners with mild intellectual disabilities were implemented in inclusive schools. In order to maintain this accuracy, descriptive survey design was preferred because it makes enough provision for protection against bias and maximizes reliability of the evidence collected (Kothari, 2004). It mainly seeks to obtain information that describes the existing phenomena by asking individuals about their perceptions, attitudes or values. It is therefore useful in describing the conditions or relations that exist between variables (Cohen, Manion and Morrison (2000). Based on these views therefore, descriptive survey research was appropriate since the researcher sought to identify the extent to which strategies for reducing dropout of learners with mild intellectual disabilities were implemented in inclusive primary schools.
3.1.1 Research Variables

3.1.1.1 Independent Variables

In this study, independent variables were: adapted teaching methods used to teacher learners with MID, learning resources and support services, teachers' professional qualifications and supportive opinions of teachers and students towards inclusion of learners with MID as strategies for reducing dropout rate of learners with mild intellectual disabilities in inclusive schools.

3.1.1.2 Dependent Variable

In this study dependent variable was drop out of learners with mild intellectual disabilities.

3.2 Location of the Study

Rwanda has a total of 30 Districts, and 5 Provinces. This study was carried in one District which was Bugesera located in Eastern Province. Bugesera District has been selected due to the reason that it had a big number of schools practicing inclusion under the CFS initiative and was among five Districts with high rate of dropout in the country. Bugesera district had a total of 72 primary schools with 16 practicing inclusion under the CFS initiative.
3.3 Target Population

The target population of this study constituted of 16 schools, 16 headteachers, 96 teachers, 81 learners with mild intellectual disabilities and 2 officers in charge of the CFS initiative. The total population was 195. Note that in Rwanda, primary level is from primary one to primary six. This was why six teachers were considered for one school.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

Purposive sampling technique was used to select Bugesera District because it had a high number of schools practicing inclusion under the CFS initiative and was among five Districts with a high prevalence rate of dropout of learners with disabilities. The schools were purposively selected because they had a big number of children with mild intellectual disabilities. The headteachers were purposively selected because their schools were included in a sample. The officers in charge of the CFS initiative were purposely selected because they were actively involved in helping the learners with mild intellectual disabilities and they were the ones who make a follow up of this initiative. Simple random sampling was used to select learners with mild intellectual disabilities where all individual was given a change of being selected as a member of sample. Stratified sampling technique was used to sample the teachers, to ensure equal representation of the subgroup. The population of the teachers was in strata of trained and untrained teachers. Simple random
sampling was used to select the required number of teacher to participate in the study.

### 3.4.2 Sample Size

The sample size consisted of 6 (30%) schools and their headteachers selected to make a sample. Two officers in charge of the CFS were selected for the sample. 29(30%) teachers and 25(30%) learners with mild intellectual disabilities were selected to make a total of 62. According to Gay (1981) in Mugenda (2003), a sample size of 30% of the total population or less is adequate for descriptive research. However, Mugenda (2003) suggests that where the population is small up to 100% of the total population could be taken as a sample. The headteachers, teachers, learners with mild intellectual disabilities and officers in charge of the CFS initiative were selected as presented in table below:

**Table 3.1: Selected schools and selected sample**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Mayange A</th>
<th>Murama</th>
<th>Gitwe</th>
<th>Nkanga</th>
<th>Nyiragiseke</th>
<th>Mayange B</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headtechers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Teachers</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Learners with MID</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>CFS Officer</td>
<td>1 from ADRA</td>
<td>1 from UNICEF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>
3.5 Research Instruments

To achieve the objectives, the researcher collected data using questionnaires to the teachers, and the headteachers, Interview guide for the officers in charge of CFS initiative, Focus group discussion for the learners with mild intellectual disabilities and the lesson observation schedule. The instruments were adapted from UNESCO's toolkit for creating Inclusive Learning Friendly, Environment (ILFE).

3.5.1 Questionnaire for Headteachers and Teachers

The questionnaire for the headteachers and the teachers were made of different types of questions which were unstructured (open-ended) and structured (closed-ended) questions. The questionnaire had two parts, A and B. Section A with 6 items consisted of personal details and general information, while section B with also 17 items consisted mostly of structured questions.

3.5.2 Interview Guide for Officers in Charge of Child Friendly School Initiative

Interview was administered to the officers in charge of the CFS initiative. Interview has been chosen because it is a conversation whereby the researcher gets information from respondents by interacting with them face to face. Interview was suitable in this study because it helped the researcher to capture insight on how learners with mild intellectual disabilities were accommodated in inclusive primary schools. From the responses of the officers in charge of the CFS, the researcher understood what was being done to reduce dropout of
learners with mild intellectual disabilities in regular schools. The interview for the officers in charge of the CFS consisted of one section of 7 items with open ended questions.

3.5.3 Lesson Observation Schedule

A lesson observation schedule was used to collect information on various methods used by the teachers to assist learners with mild intellectual disabilities and also to gather information regarding the availability and use of learning and support services. Use of observation method facilitates a broader look at behavior as well as factors affecting behavior. Specifically, it involved observing a total of two lessons for social sciences and mathematics subjects in randomly selected classes of each of the selected schools.

3.5.4 Focus Group Discussions

The purpose of focus group discussions (FGDs) was to find out the opinions of the learners themselves on how they were accommodated in inclusive schools and what was being done to help them participate and complete their schooling. FGD can produce a lot of information quickly and are good for identifying and exploring beliefs, ideas or opinions in a community (Kombo and Tromp, 2006). The learners with MID was grouped into 3-5 members per group. Each inclusive school had one FGD comprising of learners with MID. In total, there were six FGDs. The researcher regulated the discussion to avoid dominance of some members during the discussion. Throughout the discussion, the researcher recorded by writing. They sat in a semicircular
manner and the researcher asked probing questions for further clarification during the discussion.

3.6 Pilot Study

The research instruments of this study were pre-tested in one school, Kanazi primary school in Bugesera District. This was one of the 16 schools practicing inclusion under the CFS programme. This primary school was suitable for pilot study for it was in the same environment with other targeted schools. This sample was therefore similar to the actual sample for the study. Piloting involved 1 headteacher, 6 teachers and 5 learners with MID. Sampling procedure was similar to that of the main study. The sample size from that school was 1 headteacher, 2 teachers (1 trained and 1 untrained) and 2 learners with MID. The researcher visited the school and briefed the respondents on the intended data collection in their schools. The researcher then personally administered the tools to respondents and collected them immediately they were completed. The aim of piloting was to identify any weakness in the instruments, and check if anticipated data analysis techniques were appropriate. After piloting, the research modified the instruments accordingly.

3.6.1 Reliability

The reliability of instruments was tested during the piloting stage. Internal consistency method was used to test reliability of the instrument where 1 headteacher and 2 teachers from the population of the study were given questionnaires to fill in at one time but was not included in the sample. The
scores were correlated using Cronbach’s Alpha. Findings indicated that there was a strong positive correlation where $\alpha = 0.832$ for the headteachers questionnaire and 0.839 for the teachers questionnaire. Therefore, the instrument was found reliable to be used to collect data for this study.

3.6.2 Validity

In this study, content validity was tested to ascertain whether the items in the questionnaires were suitable for their tasks. Questions which brought confusion or misunderstanding to the respondents were identified and modified to ensure clarity of information in the questionnaires (Gorard, 2008). Difficult questions were reframed using appropriate language which can easily be understood by the respondents. Consultations with the experts were done and the instruments were modified and redesigned accordingly so as to achieve the intended task during the main study (Gorard, 2008).

3.7 Data Collection Procedures

The researcher visited selected schools one by one according to the appointment given by the school headteachers. The researcher discussed with the headteachers of each school and briefed each on the purpose and objectives of the study. The questionnaire was administered to each after discussion. On the same day, the researcher met with the teachers, discussed with them, administered questionnaire and agreed on the day of observation of the lesson. The following day, the researcher went back to hold a discussion with learners with mild intellectual disabilities and to observe the lesson. After
that the researcher organized two days visit to headquarters of UNICEF and ADRA Rwanda to interview the officers in charge of the CFS initiative. A total of fourteen days (2 days for each school from Bugesera District, plus 2 in Kigali at UNICEF & DRA Offices) were enough for the researcher to gather all information needed for this study. The researcher prepared questionnaires in English and Kinyarwanda in advance in anticipation for respondents who may be comfortable in using either Kinyarwanda or English. The researcher administered the questionnaires personally to the selected respondents. The questionnaires were collected immediately the research participants completed them. This ensured high return rate of the questionnaires.

3.8 Data Analysis

Data from the field was edited and coded according to themes which emanated from the research objectives and questions. The coded data was analyzed using both qualitative and quantitative techniques. Qualitative data was derived from open ended questions, the interview guide and the focus group discussions while the quantitative data was derived from closed ended questions. In this study, objectives one, two and three generated quantitative data. Analysis was done using descriptive statistics. Quantitative data was presented using descriptive statistics such as frequency distribution, percentage and tabulation, and also in narrative form. The fourth objective generated data on the teachers and students’ opinions and their views in relation to strategies for reducing dropout rates of learners with MID.
Quantitative data were entered into the Statistical Package for Social Science (SPSS) for analysis. Qualitative data were presented using verbatim reporting.

3.9 Ethical and Logistical Consideration

Clearance and introduction letter was sought from Kenyatta University and then the researcher proceeded on to obtain a permit from the Ministry of Education, to be able to collect data in the targeted schools. The ethical clearance was sought from Kenyatta University Ethics Review Committee. Informed consent was given to the teachers, the headteachers and the officers in charge of the CFS before they participate in the study. Consent form was given to the learners and accepted voluntarily to participate in the study. The researcher assured the respondents that all responses were treated in strict confidentiality.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This Chapter presents the data analysis and discussion of the findings. It is divided into two main sections. Section one presents the demographic data of the headtechers, teachers, learners and officers in charge of the Child Friendly Schools for the purposes of the sample description. The data was presented in the form of frequencies and percentages using pie chart and charts. The data presented covers response rates for the questionnaire, interviews, focus group discussion and what the research observed. The second section presents the result of the study discussed under the following themes derived from the research objectives:

i. To establish the teaching methods used by teachers.

ii. To identify the availability of learning resources and support services.

iii. To establish whether professional training of teachers prepared them to teach learners with mild intellectual disabilities.

iv. To find out the teachers and students’ opinions on inclusion of learners with mild intellectual disabilities.
4.2 Section One: Demographic Data of the Teachers, the Headteachers, the Learners with Mild Intellectual Disability and the Officers in Charge of the CFS.

This Section presents demographic data collected from 6 headteachers, 29 teachers, 25 learners with mild intellectual disability and 2 in charge of the CFS. The total sample was 62 respondents. The demographic data were analyzed alongside variables such gender distribution in schools, teacher pupil-ratio, number of years teachers have taught, numbers of years headteachers and responsible for the CFS have been in administration and the time learners with mild intellectual disability have been repeating the class. Tables 4.1 and 4.2, and Figures 4.1, and 4.2 present the findings on the above demographic information on the teachers, the headteachers, the learners and the officer in charge of the CFS initiative.

4.2.1 Teachers, Headteachers, Learners and Officers in Charge of CFS’ Gender.

On gender, the teachers, the headteachers, the learners and the officers in charge of the CFS were asked to indicate their gender. Table 4.1 presents demographic findings on teachers, headteachers, learners and officers in charge of CFS’ gender.
Table 4.1: Gender of Teachers, Headteachers, Learners and Officer in charge of the CFS

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers</th>
<th>Headteachers</th>
<th>Learners</th>
<th>Officer</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td>34</td>
<td>54.9</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>28</td>
<td>45.1</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>6</td>
<td>25</td>
<td>2</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 34 (54.9%) were male while 28 (45.1%) were female. The finding presents that gender difference among respondents is not large. This was because in Rwanda, gender equality was considered enough while offering job and that there was no gender disparities in classes.

4.2.2 Teachers, Headteachers and Officers in Charge of CFS’ Experiences

On experience, the teachers were asked to indicate their teaching experience and the headteachers and the officers in charge of CFS were also asked to indicate their experience in administration. Table 4.2 presents demographic findings on the teachers, the headteachers and the officers in charge of the CFS’ experiences.
Table 4.2: Experiences of the Teachers, the Headteachers and the Officers in charge of the CFS.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Teachers</th>
<th>Headteachers</th>
<th>Officers</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 years</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>6-10 years</td>
<td>14</td>
<td>1</td>
<td>2</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td>11-15 years</td>
<td>6</td>
<td>2</td>
<td>-</td>
<td>8</td>
<td>21.6</td>
</tr>
<tr>
<td>16-20 years</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2.7</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>4</td>
<td>10.7</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>6</td>
<td>2</td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

In relation to the teachers, the headteachers and the officers in charge of the CFS’ experiences, 17(46%) have an experience of between 6-10 years, 8(21.6%) between 11-15 years, 7(19%) between 2-5 years, 4(10.7%) over 20 years and 1(2.7%) between 16-20 years. This is a clear indication that majority of the teachers, the headteachers and the officers in charge of the CFS have an ample experience in teaching and in administration respectively.

4.2.3 Teacher- Pupil Ratio

On the teacher pupil ratio, the teachers were asked to indicate the number of pupils they had in a class. Figure 4.1 presents demographic data on the teacher pupil ratio.
Figure 4.1: Teacher-Pupil Ratio

On the teacher pupil- ratio, the results indicated that majority of the teachers, 25 (86.3%) teach relatively large classes between 55-65 pupils and 4(13.7%) of the teachers teach class of 40 – 54 pupils. This could be explained by increase in enrolment following the introduction of free primary education in 2003. This may indicate that teachers may not develop individualized programme for learners with Mild Intellectual Disability because of the big class sizes and eventually lead to high dropout rate of learners with mild intellectual disabilities.

4.2.4 Time Learners with Mild Intellectual Disability have been Repeating Class

On time the learners have been repeating class, the learners with mild intellectual disability were asked to indicate how many times they were
repeating the class. Figure 4.2 presents demographic data on time those learners have been repeating the class.

![Time for Repeating Class](image)

**Figure 4.2: Time Learners with Mild Intellectual Disability have been Repeating Class.**

In relation to times learners with MID have repeated the class, 3(12 %) have repeated classes 1 time, and 22 (88%) have repeated classes over 2 times. This is an indication that learners with MID were not moving from class one to the next class and that their completion rate was low. Thus, this repeated failure could be the cause of dropout for learners with mild intellectual disability because they feel ashamed of their advanced age compared to the age of their classmates.
4.3.1 Methods of Teaching Learners with Mild Intellectual Disability

The objective here was to establish the teaching methods used by teachers when teaching learners with mild intellectual disability.

The tools used to collect data were the headteachers and the teacher’s questionnaires and a lesson observation schedule. The items had options of the methods recommended for teaching learners with MID. Table 4.3 shows teaching methods used by both trained teachers in SNE and non-trained teachers in regular classrooms. The methods used include task analysis, peer tutoring, direct instruction, Individualized Educational Programme and cooperative learning.

Table 4.3: Methods Used by Teachers in Inclusive Child Friendly Schools

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>Trained Teachers</th>
<th>Non Trained Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>3</td>
<td>17.3</td>
</tr>
<tr>
<td>IEP</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Task analysis</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>None</td>
<td>12</td>
<td>70.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In teaching learners with MID, 5(29.4%) trained teachers and 1(8.3%) non trained teachers indicated that they used special methods for teaching learners
with MID. 3(17.3%) teachers for example used direct instruction, 1 (5.9%) used peer tutoring and 1 (5.9%) used task analysis. For non-trained teachers only 1 (8.3%) used direct instruction. Other methods such as IEP and cooperative learning were not used by either category of teachers. However, 11 (91.7%) non-trained teachers indicated that they did not use any of the special teaching methods recommended for teaching learners with MID. This probably meant that they used inappropriate teaching methods as observed by the researcher as shown in the figure below.

Figure 4.4: Use of Special Teaching Methods by Teachers as Observed in the Classroom

As indicated in the figure above, out of 12 lessons observed, 3 (25%) of the lessons observed the use of direct instruction method was appropriate and 9 (75%) was inappropriate. In 1 (8.3%) lesson task analysis method was appropriately used and in 11 (91.6%) lessons it was inappropriately applied. In
1 (8.3%) of the lesson, peer tutoring method was appropriately used while in 11 (91.6%) lessons it was inappropriately used by the teachers. Other special teaching methods like IEP and cooperative learning were 100% inappropriately used. This suggested that the teachers probably did not understand these methods due to lack of skills. As a result learners with MID probably get discouraged and dropout of school. As observed by Swanson (2001), teachers teaching in regular classrooms should have at their disposal a variety of special teaching methods to motivate learners with MID to learn and reduce dropout rate.

**Table 4.4: Views of Teachers on Teaching Methods as Strategy for Reducing Dropout Rate of Learners with Mild Intellectual Disability.**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of appropriate methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contribute to reduction of dropout rate of learners with MID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trained teachers</td>
<td>12</td>
<td>70.6</td>
<td>5</td>
<td>29.4</td>
<td>0</td>
</tr>
<tr>
<td>Non trained Teachers</td>
<td>10</td>
<td>83.4</td>
<td>2</td>
<td>16.6</td>
<td>0</td>
</tr>
</tbody>
</table>

KEY: SA Strongly Agree, A Agree, UN Undecided, D Disagree, SD Strongly Disagree

The Table 4.4 above indicates that, 12 (70.6%) out of 17 trained teachers and 10 (83.4%) out of 12 Non trained teachers in SNE indicated that they were strongly agree with the view that use of special methods recommended to teach learners with MID can greatly reduce the rate of dropout of learners with
MID. Sagahutu (2008) concurs with this view by pointing out that use of appropriate methods enhance the enrolment and reduce the dropout rate of learners with mild intellectual disability.

4.3.2 Learning Resources and Support Services for Learners with Mild Intellectual Disability.

The objective was to identify the availability of learning resources and support services that accommodate learners with mild intellectual disability. The tools used to collect data were the headteachers and teacher’s questionnaires and the lesson observation schedule. The teachers and headteachers were asked to indicate learning resources that were available in their schools. Figure 4.5 and Table 4.5 present results on availability of learning resources and support services respectively.

**Figure 4.5: Availability of Learning Resources**
The Figure 4.5 shows availability of different categories of teaching and learning resources available in the learning environment according to the respondents. The teachers and headteachers responses on availability of teaching and learning resources were as follows: Out of the number of teachers and headteachers sampled 33 (94.2%) indicated that chalkboard was available in their schools, 2(5.8%) indicated that they were not available. However, the indication by 2 (5.8%) teachers and headteachers that chalkboard was not available at all raised some concern because the researcher visited almost all the schools and confirmed that in every school there was at least a blackboard for teachers to write on. Probably, the respondents felt that by indicating that there were no chalkboards, the researcher could give some assistance.

As for written words (either on the flash cards, charts or pupils exercise books, 11(31.4%) responded that they were available, 24 (68.6%) indicated that they were not available. As for textbooks 32 (91.4%) of the respondents indicated that they were available, 3(8.6%) indicated that they were not available. Diagrams, Audio Visuals and projectors were the most unavailable resources in almost all schools. Kalabula and Mandyata (2003), concurred with this by pointing out that the required educational materials were not enough in ordinary schools where children with specials needs were being included. There is therefore a need to avail various kinds of instructional resources for learners with MID to be interested and actively participate in learning.
Table 4.5: Support Services for Learners with Mild Intellectual Disability

<table>
<thead>
<tr>
<th>Support services offered by the school</th>
<th>Available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Guidance and counseling services</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Medical support</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Financial support</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support received by the school</th>
<th>Available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Training support</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>Financial support</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

In the above table, 5 (83.3%) headteachers reported that the school offers guidance and counseling services to learners with mild intellectual disability. This was because every school had a teacher trained in the domain of guidance and counseling. However, 1 (16.7%) headteacher reported that the school had no guidance and counseling service to learners with mild intellectual disability. All the headteachers reported that they did not offer medical and financial support to the learners with mild intellectual disability. This is a clear indication that schools had no professionals who assist in identification, referral and treatment. Randiki (2002) found out that the successful education of learners with mild intellectual disability requires the involvement of different professionals who assist in identification, referral, diagnosis, treatment and provision of appropriate educational and related services.

Findings on the support schools received from outside for them to be able to accommodate learners with mild intellectual disability, half of headteachers
reported that they have received training support for their teachers and half reported that they did not. This is probably because clusters schools did not acknowledge the training they have receive from trained teachers as confirmed by the officers in charge of the CFS initiative.

‘We had three models schools in Bugesera District and we have trained at least one teacher from each school. Those teachers were supposed to train others teachers from neighboring schools. However, that training was very short and those clusters schools were always claiming to be trained enough’.

In relation to monitoring and evaluation support, 4(66.7%) headteachers reported that they receive monitoring and evaluation support and 2 (33.3%) reported that they did not. This is probably because two schools are very far from Kigali city and maybe it wasn’t easy for officer in charge of the CFS initiative to make a follow up regularly.

As for financial support, all headteachers reported that they did not receive any financial support allocated specifically to help learners with mild intellectual disability. Mutisya (2008) found out that community or other stakeholders should help in providing financial support as is a critical in the progress of implementing inclusive education of learners with mild intellectual disability. EFA global monitoring report (2010) indicated that the barrier to inclusive program of learners with disabilities is the low budgets resulting in lack of appropriate facilities, high pupils to teacher ratios and limited support for children with disabilities.
Table 4.6: Views of Teachers on Availability of Learning Resources and Support Services as Strategy for Reducing Dropout Rate of Learners with Mild Intellectual Disability.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The availability of</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>learning resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and support services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contribute to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reduction of dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rate of learners MID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trained teachers</td>
<td>15</td>
<td>88.2</td>
<td>2</td>
<td>12.8</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non trained Teachers</td>
<td>10</td>
<td>83.4</td>
<td>2</td>
<td>16.6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

KEY: SA Strongly Agree, A Agree, UN Undecided, D Disagree, SD Strongly Disagree

The Table 4.6 above indicates that, 15 (88.2%) out of 17 trained teachers and 10 (83.4%) out of 12 non trained teachers in SNE indicated that they strongly agree with the view that the availability of learning resources and support services in inclusive primary schools contribute to reduction of dropout rate of learners with MID. Research has shown that teaching and learning resources generally enhances learning of learners with MID (Bender, 2002). Lerner (2006) observed that in teaching learners with MID, the resources would: (i) Form a focal point and attract attention (ii) a rouse interest and promote a desire to learn (iii) supplement and help to explain words and processes (iv) stimulate learners imagination to learn (v) help consolidate what has been learnt and save time. In essence, this means that teaching learning resources
should facilitate learning for learners with MID and help attract them to school.

4.3.3 Professional Training and Areas of Training of Teachers

This objective sought to establish the professional qualifications of teachers. They were asked to indicate their level of qualification, training they have received and the area of training. The tools used to collect data were teacher’s questionnaires. Figure 4.6 and 4.7 present results on professional qualification of teachers and their areas of training.

![Professional Training of Teachers](image)

**Figure 4.6: Professional Training of Teachers**

Figure 4.6 above shows that all (100%) teachers had advanced level in teaching. This shows that the personnel were academically qualified but at non graduate level.
Figure 4.7: Areas of training of teachers

Findings on the areas of training as shown in figure 4.7 above indicates that nearly two third of teachers 12(41.3%) had no training in Special Needs Education. Those teachers that had training in the area of inclusion were 17(58.7%). That training was not even enough as reported by officers in charge of CFS that the training on inclusion was organized in 2011 and for a period of two weeks maximum.

The fact that there were no teachers who have training in the era of ID shows that those learners with MID were not effectively catered for and this may lead to their early drop out from the school. Literature reviewed on professional qualifications for teachers educating learners with MID shows that teachers need to be equipped with appropriate skills and knowledge if they would teach these learners effectively. World Bank (2004) reported that adequately trained
professionals are required in the provision of meaningful educational services to children with special needs in regular schools.

**Table 4.7: Teachers Views on Training of Teachers in SNE as Strategy for Reducing Dropout Rate of Learners with Mild Intellectual Disability.**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of teachers in SNE</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Trained teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trained teachers in SNE</td>
<td>13</td>
<td>76.5</td>
<td>4</td>
<td>23.5</td>
<td>0</td>
</tr>
<tr>
<td>Non trained Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trained teachers in SNE</td>
<td>11</td>
<td>91.7</td>
<td>1</td>
<td>8.3</td>
<td>0</td>
</tr>
</tbody>
</table>

KEY: SA Strongly Agree, A Agree, UN Undecided, D Disagree, SD Strongly Disagree

The Table 4.7 above indicates that, 13 (76.5%) out of 17 trained teachers and 11 (91.7%) out of 12 non trained teachers in SNE indicated that they strongly agree with the view that the training of teachers in SNE contributes to reduction of dropout rate of learners with mild intellectual disability. Kirk, Gallagher, Anastasiow and Coleman (2006) concurs with this view by pointing out that the largest determinant of retention rate of learners with mild intellectual disability in schools in term of teachers’ characteristics is the professional training and experiences.
4.3.5 Opinions of Teachers and Learners on Inclusion of Learners with Mild Intellectual Disability.

The objective was to find out the teachers and learners opinions on inclusion of learners with mild intellectual disability. The teachers and the learners were asked to express their views on inclusion of learners with mild intellectual disabilities. The tools used to collect data were questionnaire for teachers and focus group discussion for learners with mild intellectual disability. Table 4.7 presents the findings on teachers’ opinions on inclusion of learners with mild intellectual disability.
### Table 4.8: Teachers’ Opinions on Inclusion of Learners with Mild Intellectual Disability

<table>
<thead>
<tr>
<th>In your opinion, should learners with mild intellectual disability be educated?</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, where do you think they should be educated?</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special schools</td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>In special unit in regular schools</td>
<td>3</td>
<td>10.4</td>
</tr>
<tr>
<td>In regular schools (Inclusive schools)</td>
<td>7</td>
<td>24.1</td>
</tr>
<tr>
<td>In regular schools by specially trained teachers</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td>At home</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In your opinion, teaching learners with mild intellectual disability is a burden</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>93.1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>6.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, why do you think so.</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It takes to have extra time for them</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>It ask to be trained enough</td>
<td>12</td>
<td>44.4</td>
</tr>
<tr>
<td>It takes to have a limited number of learners</td>
<td>8</td>
<td>29.6</td>
</tr>
</tbody>
</table>
The above table indicates that all teachers supported the education of learners with MID. Majority of the teachers 18(62%) support the inclusion of learners with mild intellectual disability but with trained teachers. 24(7%) were for the opinions that whether teachers are trained or not, leaners with mild intellectual disability should be included in regular schools. 3(10.4%) and 1(3.5%) support special units and special schools respectively. This is a clear indication that teachers had positive opinions on inclusion of learners with mild intellectual disability. However, they argued that this was only possible with the support of trained teachers in SNE. This is in contrast with the findings by Blackwell (2010) who found out that teachers were more accepting to learners with physical disabilities that to those who necessitated academic modification such as intellectually challenged. However, majority of teachers 27(93.1%) confirmed that teaching learners with mild intellectual disability is a burden. 7(26%) teachers reported that teaching learners with mild intellectual disability asked an extra time and they did not have such extra hours because they teach 30 hours per week. They also added that even if they could manage to get those extra hours, they were not motivated and trained. This have confirmed by 12(44.4%) teachers who reported that teaching learners with mild intellectual disability asked to be trained enough and they didn’t have enough training on how they could handle those learners. Kuyini (2010) concurred with this by pointing out that regular teachers had positive attitude towards inclusion of learners with special needs but they had limited knowledge of inclusive practice. 8(29.6%) teachers also reported that teaching learners with MID asked to have a limited number of learners in a
class and they had more than 60 learners in a class. This had also confirmed by the observation made by the researcher who found out that majority of classes were overloaded. This is a clear indication that although learners with MID were accepted in regular classes, nothing was being done to fully include them. In agreement with this, Karangwa (2010) pointed out that Rwanda Child Friendly Schools were welcoming learners with disability which include learners with mild intellectual disability but not necessarily making the kind of adjustment needed to ensure quality inclusive education. Thus more pupils were dropping out from those schools.

During the discussion, the learners with mild intellectual disability were asked to express their views on how they are included. Asked if teachers assisted them well, they replied:

ʻUrebye ntibagira umwanya uhagije wo kudufasha, kuko bawufite ntitwajya tubona amazeru gusa cyangwa ngo dusibire inshuro nyinshi.”
Primary four leaners from GS Nyiragiseke

ʻ“Teachers had no enough time to assist us. If they did we would not be failing in all subjects forcing us to repeat classes every time.”

Asked whether they like to go to school, they replied:

ʻ“Nonese tutaje ku ishuri twajya hehe? Ntacyo twabona twakora ntitwabona akazi kandi tugumye mu rugo ababyeyi bacu babafunga kuko batatwohereje ku ishuri.” A primary three learner from GS Mayange A

ʻ“Where would we go if we never came to school? We had nothing to do at home neither can we get employment. If we were found at home during school days our parents would be jailed by the government for not taking us to school”.
Findings revealed that the learners with mild intellectual disability in these inclusive primary schools were not getting enough assistance from their teachers in term of their academic work and this is why they were not performing well. Therefore, they were forced to repeat classes so many times which lead a large number of them to lose interest and dropout of school. Mutia (2012) concurs with this view by pointing out that when learners with mild intellectual disability are not effectively included, they drop out and they are more likely to be engaged in child labour activities.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this Chapter, the summary of the study in relation to the objectives and implications from the findings of the study and general conclusions are drawn. The recommendations for different stakeholders as well as suggestions for further research are also discussed in the present Chapter.

5.2 Summary

The findings of this study established that strategies for reducing dropout rate of learners with mild intellectual disabilities were not implemented in inclusive primary schools in Bugesera District.

The Findings on teaching methods used by teachers in inclusive primary schools indicated that majority of teachers were not using special methods recommended to teach learners with MID. As result, learners with MID get discouraged and dropped out of school. Majority of teachers however, whether trained in SNE or not were strongly agree with the views that with the use of appropriate teaching methods, dropout rates of learners with MID could be reduced.

On the availability of the teaching/learning resources and the support services, majority of respondents reported that chalkboards and textbooks were available in their schools. They also reported that audio visual materials,
projectors, charts and flash cards were not available in their schools. Classroom observation by the researchers also confirmed the unavailability of those materials.

As for support services, majority of the headteachers reported that they offered guidance and counselling services to learners with MID. All headteachers reported that they did not offer medical and financial support to learners with MID.

For the support services, the external support the schools for them to help learners with MID, half of headteachers reported that they received training support and nearly two third reported that they did not receive monitoring and evaluation support. All headteachers confirmed that they did not receive any financial support allocated specifically to help learners with MID.

On professional training of teachers, findings showed that all teachers had advanced level in teaching. Nearly two third had had a short training of two weeks on inclusion. There was no teacher specialized in the area of learning disability and intellectual disability. The study also provided information on strategy for reducing dropout rate of learners with MID and majority of teachers were strongly agree with the views that training of teachers in SNE contributes to reduction of dropout rate of learners with mild intellectual disability.

Findings on opinions of teachers and learners on inclusion of learners with mild intellectual disability showed that majority of teachers had supportive opinions on inclusion of learners with MID. Majority of them however, reported that teaching learners with MID was a burden for them because they
had no training on how to teach learners with MID. Others reported that the large classes they had could not allow them to cater effectively for learners with MID. This had confirmed by learners themselves who reported that teachers had no extra time for them and they always scored far below others and repeated classes many times. The fact that learners with MID were not given much attention and repeated failure they encountered, were the two leading causes of their drop out from schools.

5.3 Conclusion

This study has resulted in four main conclusions as follows:

Firstly, based on the findings that majority of teachers did not use special methods recommended to teach learners with MID, it is logical to conclude that teachers did not understand those methods due to lack of skills and consequently, learners get discouraged and regularly dropout.

Secondary, based on the findings that audio visual materials, projectors and written words were not available enough in majority of schools and that the use of those materials were inappropriate, it is logical to conclude that learners with MID were not participating in and understanding lessons, hence their repeated failure and dropout. Based on the findings that learners with MID were not given medical support, it is logical to conclude that schools had no professionals who assist in identification, referral and treatment. In addition, based on the findings that schools themselves were not getting any financial support allocated specifically to help learners with MID, it is logical
to conclude that educational services for learners with MID were deteriorating as a result of lack of funding.

Thirdly, based on the findings that no teachers had a specialization in the area of learning disability and intellectual disability and that the training on inclusion was not enough, it is logical to conclude that teachers lacked adequate skills and knowledge to teach learners with MID, thus those learners lack assistance and dropout of the schools.

Finally, based on the findings that teachers supported inclusion of learners with MID though they faced challenges to fully include them, it is logical to conclude that even the low retention rate that existed of learners with MID was the result of those supportive opinions of teachers, and it is important to support positive opinion of teachers if we want to improve the retention rate of learners with MID.

Furthermore, based on the finding that learners with MID were not happy with the way they were accommodated in regular schools. It is logical to conclude that they had envy to drop out.

5.4 Recommendations

Based on the results, the following are the recommendations that require short term and long term address by different stakeholders.

5.4.1 Policy Recommendations

i. The findings showed that teachers in inclusive primary schools were not using special methods recommended to teach learners with MID.
Consequently, learners with MID get discouraged and dropped out of schools. Therefore, the Government of Rwanda together with UNICEF and ADRA should train teachers on how to use special teaching methods, develop an IEP for example because none of the teachers was aware of what IEP was about. This will enhance the retention rate of learners with MID.

ii. Availability of teaching/learning resources and support services are critical if retention of learners with mild intellectual disability is to be achieved. However, findings showed that in inclusive primary schools practicing inclusion under the CFS initiative, teaching/learning resources and support services were not available enough. Adequate funding specifically for learners with special needs should be provided so that ample specialized teaching and learning materials can be provided. This would ensure that no child suffers in hands of teachers due to lack of specialized learning materials. UNICEF and ADRA should make a follow up of the project to ensure its sustainability. The headteachers should also take responsibility to run the project when the project is handed over to them. The headteachers should also sensitize teachers to make aids materials and use them while teaching.

iii. Training of teachers in special needs education equip them with skills and knowledge that enable them to use effective teaching methods which enables learners with MID to learn effectively in regular schools. However, findings showed that teachers are not trained in SNE. There is therefore a need for the Ministry of Education to introduce Special Needs
Education courses in Teacher Training Colleges, which will provide qualified SNE primary teachers. UNICEF and ADRA should also in servicing others for them to be able to handle learners with MID.

iv. If education for all is to be achieved, and particularly that of the CWD and other special needs, it has to start with the change of attitudes to make education for all means all, not just all but. Though teachers supported the inclusion of learners with MID, they still indicated that they had challenges to fully include them. The Government should ensure that teachers handle small class sizes preferably at the ration of 1: 30, so that teachers can develop IEP for learners with MID. UNICEF and ADRA should provide some incentive to teachers who cater for learners with MID.

5.4.2 Recommendation for Further Research

i. The present study focused on the extent to which strategies for reducing dropout rate of learners with mild intellectual disability were implemented in inclusive primary schools practicing inclusion under the CFS project. There is need to extent the study from inclusive primary schools practicing inclusion under CFS project to others primary schools practicing inclusion in Rwanda.

ii. A study is required to determine the extent to which learners with different types of disability like physically disabled learners are accommodated in inclusive primary schools.
iii. This study did not work on the influence of parental support on the dropout of learners with mild intellectual disability, another study is therefore recommended.
REFERENCES


Maingi, K.S. (2012). Effective Inclusion of Learners with Mild Mental Retardation in Regular Primary Schools, Master’s Thesis Submitted in School of Education at Kenyatta University.


UNICEF Rwanda (2004). *Transforming Tomorrow, Child Friendly Schools in Rwanda*.


APPENDICES

APPENDIX I: INSTRUMENTS

QUESTIONNAIRE FOR TEACHERS TEACHING IN INCLUSIVE PRIMARY SCHOOLS PRACTICING INCLUSION UNDER CHILD FRIENDLY SCHOOL INITIATIVE.

Dear respondent,

This questionnaire intended to gather information that was useful in building up strategies for reducing dropout rates of learners with mild intellectual disabilities in inclusive primary schools practicing inclusion under Child Friendly School initiative in Bugesera District. Any information provided was used for the purpose of the research only and was kept confidential. You therefore need not indicate your name.

SECTION A: Personal details and general information.

Instructions:

- Put a tick (✓) in the appropriate box
- Fill in the provided space with needed information.

Name of school ………………………………………………………………………………………………………

Class……………………

1. What is your gender? Male [ ] Female [ ]

2. Your teaching experience is:
Section B: Questions related to objectives

Qualification and training of teachers

1. What is your qualification?
   - O’ Level certificate
   - A’ Level certificate
   - Diploma in SNE
   - Others: Specify .................................................................

2. Have you been trained in Special Needs Education?
   - Yes □  No □  Currently being trained □
   If yes, in which area?
   - Learning Disabilities and Mental retardation
   - Emotional and Behaviour Disorder
   - Physical Disabilities
   - Communication Disorder
   - Inclusive education
   - The training was for how long? Below 2 months □ months □
   - 6 – 11 months □ Over 1 year □

Methods of teaching learners with Mild Intellectual Disability

4. Do methods you use help learners with mild intellectual disability to
participate within the class? Yes ☐ No ☐

If yes, what kind of methods do you use?

- Individual Education Plan (IEP) ☐
- Direct Instruction ☐
- Cooperative learning ☐
- Task analysis ☐
- Peer tutoring ☐

**Learning materials and support services for learners with Mild Intellectual Disability**

5. Does the school have enough learning materials and offer appropriate services to learners with mild intellectual disability? Yes ☐ No ☐

If yes, what kinds of learning materials are available and what kind of support do you offer for learners with mild intellectual disability?

- **Audio- Visual/ aural Material**
  - Television ☐ Tape recorder ☐ Computer ☐ projector ☐
  - Radio ☐ others ............................................................

- **Visual Material Display**
  - Coloured object ☐ Board ☐ Plasticine ☐
  - Peg board ☐ Puppets ☐ others ............................................................

- **Graphic Material**
  - Charts ☐ Picture board ☐ Number cards ☐ Letter cards ☐
  - Matching Cards ☐ Picture book ☐
Books, others………………………………………………

- Functional aids and real object
  
  Activity of daily living  
  Pre vocational and vocational training equipment
  Physiotherapy and occupational therapy equipment
  music and art therapy equipment

**Opinions of teachers on inclusion of learners with mild intellectual disability**

5. In your opinion, should learners with mild mental retardation be educated?

   Yes  
   No

   If yes, where do you think they should be educated? Tick as appropriate.

   Special schools  
   In special unit in regular schools  
   In regular schools (Inclusive schools)  
   In regular schools by specially trained teachers  
   At home  
   Others (specify)

6. In your opinions, teaching leaners with mild intellectual disability is a burden?

   Yes  
   No

   If yes, why do you think so?

   Teaching learners with mild intellectual disability, teachers must have an extra time for them
   
   Teaching learners with mild intellectual disability, teachers must be trained in SNE
Teaching learners with mild intellectual disability, class size should be small.

7. **Respondent's views on strategies for reducing dropout rates of learners with Mild Intellectual Disability.**

There is no correct or wrong answer. The best answer is the one that honestly reflects your views.

Key: SA=Strongly Agree A=Agree UD= Undecided D= Disagree SD=Strongly Disagree

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Training of teachers in special needs education contributes in enhancing the enrolment and in reducing dropout rate of learners with mild intellectual disability in regular primary school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The availability of support services in regular primary schools can contribute to reduction of dropout rate of learners with mild intellectual disability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. With the use of appropriate methods learners with mild intellectual disability can actively participate and complete primary school level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Educating children with intellectual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
disability in inclusion class can hardly be successful without changing negative attitude among teachers, students and parents.

5. I believe that children with mild intellectual disability can be catered for effectively in an inclusive setting and the dropout of those learners can be prevented.

9. Which other strategies would you suggest that can contribute to reduction of dropout rate of the learners with mild intellectual disability is successful in regular primary schools in Rwanda?

.....................................................................................................................................................

.....................................................................................................................................................

.....................................................................................................................................................

.....................................................................................................................................................

.....................................................................................................................................................
Dear respondent,

This questionnaire intended to gather information that was useful in building up strategies for reducing dropout rates of learners with mild intellectual disabilities in inclusive primary in Bugesera District. Any information provided was used for the purpose of the research only and was kept confidential. You therefore need not indicate your name.

SECTION A: Personal details and general information.

Instructions:

- Put a tick (✓) in the appropriate box
- Fill in the provided space with needed information.

Name of the school ………………… ……………

1. What is your gender? Male ☐ Female ☐

2. What is your highest professional qualification?
   - O’ Level certificate ☐
   - A’ Level certificate ☐
   - Diploma in SNE ☐
   - BED ☐
   - MED ☐

3. Your teaching experience is:
4. Have you been trained in special needs education?
   Yes □   No □   Currently being trained □

Questions related to objectives of the study

Training of teachers

1. How many of your teachers are trained to teach learners with intellectual disability in their classes? ................ teachers out of ............... Teachers.

Learning resources for teaching learners with Mild Intellectual Disability

5. Does your school have enough learning materials to support learning of learners with mild intellectual disability? Yes □   No □

If yes, what kind of learning resources do you have that facilitate retention of learners with mild intellectual disability?

- Functional aids and real object □
- Computers □
- Visual, auditory, tactile training materials □

6. Does the school offer Support services to learners with mild intellectual disability?
   Yes □   No □

If yes, what kind of support services the school offer to learners with mild intellectual disability?

Guidance and counselling service □
Medical service support
Financial support

8. Does the school receive any support from outside for inclusion to be successful? Yes ☐  No ☐

If yes, what kinds of support do the school receive?

Training support
Financial support
Monitoring and Evaluation support

Others…………………………………………………………………………………………………………………


9. In your opinion, which strategies would you take to reduce dropout rate among learners with mild intellectual disability?

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Implemented</th>
<th>Not implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Training of teachers in SNE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Avail appropriate resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Avail appropriate support services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Promote Positive attitude among teachers and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Adapt teaching methods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Which other comment would you give in relation to inclusion of the learners with mild intellectual disability?.................
IKIGANIRO HAGATI Y’UMUSHAKASHATSI N’ ABANYESHURI BAFITE UBUKERERWE BUDAKABIJE MU BY’ UBWENGE BIGA MU MASHURI Y’UBUREZI BUDAHEZA MU KAREKE KA BUGESERA.

Impamvu y’iki kiganiro yari ugushaka amakuru kuburyo abanyeshuri bafite ubukererwe budakabije mu by’ ubwenge bitaweho mu mashuri asanzwe hagendewe kungamba zashyizweho ndetsa n’icyakozwe kugirango babashe kurangiza amashuri abanza.

<table>
<thead>
<tr>
<th>IBIBAZO NYAMUKURU</th>
<th>IBIBAZO BIFASHA GUSESENGURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ufite imyaka ingahe?</td>
<td>Inshuro zingahe? Ubona ari ukubera iki usibira?</td>
</tr>
<tr>
<td>Wigeze usibira?</td>
<td>Ese kuki musiba?</td>
</tr>
<tr>
<td>Mujya muza ku ishuri iminsi yose?</td>
<td></td>
</tr>
<tr>
<td>Ese hari abanyeshuri bamwe mwiganaga bavuye mu ishuri?</td>
<td>Kuki barivuye mo? Ubwo se bagiye hehe?</td>
</tr>
<tr>
<td>Mukunda kwigira hano kuri iki kigo?</td>
<td>Abarimu barabafasha cyane? Gute?</td>
</tr>
<tr>
<td></td>
<td>Abandi banyeshuri ntibinubira kwigana namwe?</td>
</tr>
<tr>
<td>Ni hehe wishimira kurusha ahandi?</td>
<td>Kubera iki?</td>
</tr>
<tr>
<td>Ni ku ishuri cyangwa mu rugo?</td>
<td>Ishuri riragufasha kuburyo wishimye?</td>
</tr>
<tr>
<td></td>
<td>Gute?</td>
</tr>
</tbody>
</table>
INTERVIEW GUIDE FOR OFFICERS IN CHARGE OF CHILD
FRIENDLY SCHOOLS INITIATIVE.

This interview guide intended to gather information that was useful in building up strategies for reducing dropout of learners with mild intellectual disabilities in regular primary child friendly schools in Bugesera District. Any information provided was used for the purpose of the research only and was kept confidential.

1. What kind of support you offer to those regular schools?
   a) Training of teachers
   b) Supplying learning materials
   c) Mobilization and awareness
   d) Monitoring and Evaluation
   e) other, ...............................................................

2. One of your responsibilities is awareness about SNE, what would you say about the attitude of the teachers towards inclusion of learners with mild intellectual disabilities?..................

...............................................................

...............................................................

...............................................................

3. How many teachers have you trained in special needs from regular schools in Bugesera district? How many are trained in the area of mental retardation?

4. As far as learners with mild intellectual disability are concerned what do
you do to ensure that they are effectively included in Child Friendly Schools?

5. What would you say about the teaching methods used by the teachers, are they suit the needs of learners with mild intellectual disability?

6. What challenges do you face when you initiated the inclusion of children with special Needs, especial learners with mild intellectual disability in Bugesera District?

7. The number of learners with MID in inclusive school is reducing annually. What would be the cause and what strategies are you taking to ensure that learners with MID are progressing in inclusive schools?
LESSON OBSERVATION SCHEDULE

(To be filled by the researcher while observing the lessons proceeding)

The purpose of this instrument was to find out how teachers assisted learners with mild intellectual disability during the lessons. It was sight information regarding the learning environment and how it influenced participation and progress of learners with mild intellectual disability in regular schools.

General information about the teacher and the school

Date:……………………….. School:…………………………………………

Class:………………………. Number of pupils:…………………………

1. Teacher’s professional qualification:………………………………………………

2. Teaching experience in Years:………………………………………………...

3. Gender: Male [ ] Female [ ]

Observation of lesson proceedings

4. Does the teacher give attention to pupils with mild intellectual disability?

   Always [ ] sometimes [ ] rarely [ ] very rarely [ ]

5. In which way does the teacher organize the pupils during the lesson proceeding?

   Individually [ ] in pairs [ ] in groups [ ] whole class [ ]

   others [ ]

6. How adequate are the following in relation to assisting learners with mild intellectual disability?

   1. Very adequate, 2 Adequate, 3. Inadequate, 4. Not available
i. Time to assist learners with MID

ii. Space for activities in Class

iii. Use of concrete material

iv. Breaking lesson into small steps

7. Which of the following resources materials are available in class and how are they used in assisting learners with mild mental retardation?

<table>
<thead>
<tr>
<th>Resource material</th>
<th>In class</th>
<th>How used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>T/Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-made resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio visual material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Any other classroom observation made (specify)
APPENDIX II: MAP OF RWANDA

Rwanda - New Province / Regions and New Admin District Boundaries

New District Boundaries

New District Region
APPENDIX III RESEARCH PERMIT

REPUBLIC OF RWANDA

MINISTRY OF EDUCATION
P.O BOX 622 KIGALI

Re: Permission to carry out research in Rwanda - No: MINEDUC/S&T/258/2014

Permission is hereby granted to Ms. Flora MUTEZIJA, a Master’s student in Special Needs Education, Kenyatta University, Nairobi, Kenya, to carry out research on:

“Implementation of strategies for reducing dropout rates of learners with mild intellectual disabilities in inclusive primary schools in Bugesera District, Rwanda”.

The research will be carried out in Bugesera District, Nyamata, Gashora and Rilima sectors. The researcher will interview the sample of Responsible for child friendly school initiative from UNICEF and ADRA.

The period of research is from 1st September 2014 to 30th September 2015. This period may be renewed if necessary, in which case a new permission will be sought by the researcher.

Please allow the above mentioned researcher, any help and support she may require to conduct this research.

Yours sincerely,

Marie-Christine GASINGIRWA (PhD)
Director General,
Science, Technology and Research
Ministry of Education