

**IMPLEMENTATION STATUS OF INCLUSIVE EDUCATION AND
EMPLOYMENT POLICIES FOR PERSONS WITH DISABILITIES
IN SELECTED PUBLIC INSTITUTIONS IN LIBERIA**

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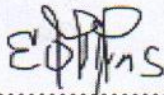
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FEBRUARY, 2022

DECLARATION

This research study is my original and has no time been submitted to this university or any other institution for a degree or any academic award.

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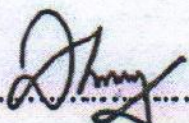
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DEDICATION

This thesis is dedicated to my sons Jeff and Blix Kojee and all persons with disability around the world especially in My Country Liberia.

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All praise and Glory to God for leading this journey every step of the way.

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TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF FIGURES.....	ix
LIST OF TABLES.....	x
LIST OF ABBREVIATIONS AND ACRONYMS.....	xi
ABSTRACT	xii
DEFINITION OF OPERATIONS TERMS.....	xiii
CHAPTER ONE: GENERAL INTRODUCTION.....	1
1.1 Background of the study	1
1.1.1 Inclusive Education and Employment Policies	5
1.2 Problem Statement	9
1.3 General Objectives.....	10
1.4 Specific Objectives of the Study.....	10
1.5 Research Questions	11
1.6 Justification and significance of the Study	11
1.7 Scope and Limitation of the Study.....	12
1.7.1 Scope	12
1.7.2 Limitations.....	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Introduction.....	14
2.2 Definition of Concepts.....	14
2.2.1 Disability	14
2.2.2 Inclusive Education	15
2.2.3 Accessibility	15
2.2.4 Inclusive Employment.....	16
2.3 Review of Empirical Literature.....	17
2.3.1 Inclusive Education Policies.....	17

2.3.2 Inclusive Employment Policies	18
2.3.3 Gender and Disability in Inclusive Education.....	19
2.3.4 Stakeholder Believe and Attitude towards Inclusive Education and Employment	20
2.3.5 Reasons for Gaps in the Implementation of Inclusive Education and Employment Policies.....	22
2.4 Summary and Gaps	25
2.5 Theoretical framework.....	26
2.6 Conceptual Framework	28
CHAPTER THREE: RESEARCH METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.3 Research Site.....	31
3.4 Target Population.....	32
3.5 Sampling techniques and size	33
3.6 Research Instruments	36
3.6.1 Questionnaires	36
3.6.2 Key Informant Interview	36
3.7 Validity and Reliability of Research Instruments	37
3.7.1 Validity of Instruments.....	37
3.7.2 Reliability of Instruments	37
3.8 Data Collections Procedures	38
3.9 Data Management and Analysis	38
3.10 Ethical Consideration.....	39
CHAPTER FOUR: FINDINGS AND DISCUSSION	40
4.0 Introduction.....	40
4.1 Research Instruments Response Rate	40
4.2 Respondents Characteristics	41
4.2.1 Characteristics of Students with Disability	41

4.2.2 Characteristics of employees with disability, principals and officers in charge of HR.....	43
4.3 Gender and Accessibility	46
4.4 Access to Information on Inclusive Policy	46
4.5 Physical/Environmental Accessibility	49
4.6 Access to Supportive Devices, Educational Materials, and Facilities	52
4.7 Access to Extracurricular Activities	53
4.8 Student’s Satisfaction with Teaching, Learning Activities, and Resources	55
4.9 Challenges Experienced by Students with Disabilities.....	56
4.10 Principal’s Awareness and Implementation of Inclusive Education Policy	58
4.11 High School’s Compliance with National and International Policies on Inclusive Education	59
4.12 Challenges Experienced by Principals in the Implementation of Inclusive Education	61
4.13 Inclusive Employment for Persons with Disabilities.....	62
4.14 Access to Physical Infrastructure and Information	63
4.15 Access to Employment.....	64
4.16 Stakeholder’s Perspective towards Inclusive Education and Employment Policies	66
4.17 Student’s perception on inclusive education.....	66
4.18 Principal’s Perception on Implementation of Inclusive Education.....	68
4.19 Perception of Officers in Charge of HR on the Implementation of Inclusive Employment Policy.....	71
4.20 Factors contributing to gaps in implementing inclusive education and employment policies	74
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
.....	76
5.1 Introduction.....	76
5.2 Summary of the main findings.....	76
5.2.1 Respondent’s Characteristics.....	76

5.2.2 Assessing the Extent to Which Public High Schools Have Integrated Accessibility for Students with Disabilities.	77
5.2.3 Gender and Accessibility in Inclusive Education for Students with Disabilities.....	79
5.2.4 Assessing The Extent to Which Government Policy on Inclusive Employment of Persons with Disability Has Been Implemented in Public Institutions.	80
5.2.5 Stakeholder Perspective on the Implementation of Inclusive Education and Employment policies	82
5.3 Conclusion	84
5.3.1 Characteristics of Respondents.....	84
5.3.2 Gender and Accessibility in Inclusive Education for Students with Disabilities.....	85
5.3.3 Access to Employment for Persons with Disabilities.....	85
5.3.4 Stakeholder Perception on the Implementation of Inclusive Education and Employment Policies in Public Institutions	86
5.4 Recommendations.....	87
5.4.1 Gender and Accessibility.....	87
5.4.2 Stakeholder perception of disability mainstreaming	88
5.4.3 Factors Contributing to Gaps in Implementing Inclusive Education and Employment Policies in Public Institutions.	88
5.5 Contribution of the Study to Knowledge	89
5.6 Suggestions for Further Research	89
REFERENCES	90
APPENDICES.....	97
Appendix A: Letter of Introduction	97
Appendix B: Questionnaires for Students with Disabilities	98
Appendix C: Letter of Approval for Research.....	112
APPENDIX D: NACOSTI Letter	113
Appendix E: Letter of Authorization from Ministry of Education	114

LIST OF FIGURES

Figure 2.1: Conceptual Framework	30
Figure 4.1: Distribution of Students by Gender, Types of Disabilities, Mean Age and Grade Level	43
Figure 4.2: Student's Awareness and Understanding of Inclusive Education Policy by Gender	49
Figure 4.3: Challenges Experienced by Students with Disability by Gender	58
Figure 4.4: Principal's Knowledge and Implementation of Inclusive Education Policy	59
Figure 4.5: Access to Employment for Employees with Disability	65

LIST OF TABLES

Table 4.1: Response Rate	40
Table 4.2: Distribution of Education Attainment and Years of Service by Gender	45
Table 4.3: Physical/Environmental Accessibility by Gender	51
Table 4.4 Access to Supportive Educational Materials and other Facilities	53
Table 4.5: Extracurricular Activities for Students with Disability	54
Table 4.6: Student’s Satisfaction with Teaching, Learning Activities and Resources by Gender	56
Table 4.7: High School’s Compliance with the Implementation of Inclusive Education Policies	60
Table 4.8: Challenges Experienced by Principals in Implementing Inclusive Education	62
Table 4.9: Access to Physical Infrastructure and Information	63
Table 4.10: Student’s Perception on Disability Mainstreaming by Gender	68
Table 4.11: Principals’ Perception on Teacher’s Involvement in Inclusive Education .	70
Table 4.12: Perception of Officers in Charge of hr on the Implementation of Inclusive Employment Policy	73

LIST OF ABBREVIATIONS AND ACRONYMS

ADA	American Disability Act
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Woman
CTC	Critical Disability Theory
GoL	Government of Liberia
IE	Inclusive Education
MoE	Ministry of Education
NCD	National Commission on Disabilities
PWDs	Persons with Disabilities
SDGs	Sustainable Development Goals
UNCRPD	Convention on the Rights of Persons with Disabilities
UNDP	United Nations Development Program
WHO	World Health Organization

ABSTRACT

Inclusive education and employment for persons with disability are strategic global development objectives. The government of Liberia have implemented several policy measures to ensure inclusivity for persons with disabilities in these vital institutions. Despite the policy focus, the situation of persons with disabilities remains difficult as accessibility still remains a daunting challenge. This study therefore sought to assess the implementation status of inclusive education and employment policies for persons with disabilities in selected public institutions in Liberia. The objectives of the study were: To assess the extent to which public high schools have integrated accessibility for students with disabilities, To explore the degree to which public high schools are integrating gender in accessibility for students with disabilities, To establish the extent to which government policy on inclusive employment of persons with disability has been implemented in public institutions and To analyze the extent stakeholder believe and attitude promote or constraint the implementation of inclusive education and employment policies. This study is anchored on human right based and social models of disability. The research design incorporates both quantitative and qualitative methods. Purposive sampling was used to select 106 respondents comprising of students and employees with disabilities, principals and human resource directors. Quantitative data was collected through electronic data collection tools (Kobo/ Survey CTO) and transferred in Excel spreadsheets for descriptive analysis and comparison. Qualitative data was collected through key informant interviews and analyzed according to themes. Result from the study showed that students with disabilities attending public high schools had limited accessibility to physical structures, teaching aid and materials. And although students had access to gender differentiated toilets, the lack of water was a major sanitary issue especially for female students. Findings also showed that unlike males, female students were less knowledgeable and sensitized on policies on inclusive education policy. Moreover, it was established that persons with disabilities were still finding it difficult to secure employment with public institutions as inclusive employment policies were not implemented. Further analysis indicated that the perception of principals towards inclusive education and human resource directors towards inclusive employment policies had the propensity of constraining its implementation. The study also found that limited budgetary allocation to implement inclusive policies, lack of teacher training in disability pedagogy and unavailability of training materials for teachers and students for inclusive education were among factors contributing to gaps in the implementation of inclusive disability policies. The study recommends that the government of Liberia fund the Ministry of Education inclusive education budget to implement the necessary activities that will ensure accessibility for both male and female students with disabilities. The Ministry of Gender which coordinates all disability mainstreaming activities should ensure that government policies on inclusive employment including the 4% employment quota for persons with disabilities are implemented by all public institutions. Additional, the National Commission on Disability should create more public awareness on government inclusive policies.

DEFINITION OF OPERATIONS TERMS

Accessibility	Capable of being reached to/by persons with disabilities
Disability	Interactions between persons with impairments and attitudinal or environmental barriers.
Disability mainstreaming	Disability mainstreaming is a strategy put in place to eradicate societal barriers faced by persons with disabilities while including disabilities perspectives as an integral part of development activities and aims to promote equality and combat discrimination for persons with disabilities to benefit and enjoy equally from development efforts imitated across all sectors
Discrimination	Any exclusion, distinction or restriction done based on disabilities.
Handicap	Is a disadvantage for a given individual, resulting from an impairment or disability that limits or prevents the fulfillment of a role or impedes their daily functioning
Implementation	Procedures, Structures, Programs and Practices putting in the plan for mainstreaming disability.
Inclusive	Getting everyone involved: The principle of inclusion is a component of accessibility, availability, acceptability and adaptability
Persons with disabilities	A person who has an impairment, that harbors their daily functioning or activities.
Policy	Set of ideas, principle(s), plan(s) or action(s) adopted or designed which is/are used as basis for decision making to achieve a long term or overall aim
Stakeholders	A person, group(s) or organization(s) that has interest / concern about disability issues.

CHAPTER ONE: GENERAL INTRODUCTION

This chapter presents the background of the study, statement of the problem, objectives of the study, research objectives, research questions, justification and significance of the study, scope and limitations of the study.

1.1 Background of the Study

According to World Health Organization & World Bank (2011), persons with disabilities (PWDs) which make-up more than one billion of the world's population face series of marginalization from social, cultural and economic spheres. The marginalization which often starts from barriers to and within the educational system, leads to a lifetime of exclusion from employment and society (WHO, 2011). These exclusions caused by infrastructural, attitudinal and cultural barriers, are major causes of poverty among the population affected by disabilities (WHO, 2011).

To address inequalities and exclusions experienced by persons with disabilities, global development agenda have adopted disability inclusive development as vital strategies to ensure survival and dignity for persons with disabilities. Although access to education and employment for persons with disabilities is a fundamental human right under UN. Conventions on the Rights of Persons with Disabilities (UNCRPD), the 2030 Agenda for Sustainable Development framework recognizes that countries cannot achieve the Sustainable Development Goals and the 2030 development agenda without the inclusion of persons with disabilities in education and employment, and thus sends a clear message that no one should be left behind in the development process.

Inclusivity through policy instruments therefore serve as an accountability framework to bring unified and transformative change needed for disability inclusion. For instance, the rationale for inclusive education policy, is to create schools which celebrate differences, support learning, and respond to individual needs. For children with disabilities, inclusive education makes them an integral part of the general educational system rather than a system within general education (UNESCO, 1994). Similarly, the ILO 1983 convention ratified by the UN convention in 2006 on the rights of persons with disability to employment, emphasizes creating an inclusive employment opportunity and environment that offers persons with disabilities the opportunity to succeed in the workplace given their circumstance. Article 24 of the UNCRPD charged states signing up to these conventions to demonstrate their commitments to these agreements by developing national inclusive education and employment policies and implementation strategies as well as setting aside budget for its implementation.

In Liberia, several policy documents have been adopted to ensure that persons with disabilities who constitute about 16% of the total population are included in development (SIDA report 2014). From the disability total, people who struggle with mobility constitute 61%, visual impairments 24%, hearing impairment 7% percent and intellectual or psychosocial 8% (LISGIS, 2008). About 99% of persons with disabilities in the country experience severe poverty due to exclusion from education and employment (SIDA report 2014). Children with disabilities face barriers to enrollment in educational facilities in the country because most educational institutions do not accept students with disabilities.

School enrolment opportunities for students with disabilities is left at the discretion of school principals who often cite lack of infrastructure, rightful capacity and skilled teachers to handle disability pedagogy as reasons for the non-enrollment of students with disabilities. Unfortunately, measures by the government to reverse a law that excludes children with disability at the discretion of the principal have not been successful. The national legislature in 2011 enacted the Children Law which criminalizes negative actions against children with disabilities. However, ambiguity in the law (4.6.1.c. IV) which states that that “a school may exempt a child from free and compulsory education based on their disabilities” continue to serve as a basis for their exclusion by schools.

Diagnostic study on persons with disability in Liberia conducted by the Italian Association Amici di Raoul Follereau (ALFO, 2018) indicated that out of the 6,330 children with disabilities between the ages of 5 to 9 years (81.4%) were not in the school. For those between the ages of 10-14 constituting 7,197 (52.6%) of them were not going to school and those between the ages of 15-19 years constituting 7,020 (40.9%) were not going to school. The disparity in enrolment also has a gender undertone. Analysis of out of school children by the UNICEF showed that out of the 336,683 students with disabilities who are enrolled in schools in Liberia, only 40% are females (Liberia, 2012).

While the Ministry of Education 2016 educational sector analysis and the 2017–21 education sector plan acknowledged that most children with disabilities do not attend school, leave school prematurely and do not obtain opportunities to work, no education

policy on children and young people with disabilities have been adopted. At present there are only four specialized institutions in the country that cater to the needs of children with disabilities. These institutions are School for the Blind, School for the Deaf and Mute, the Group of 77 and the Antoinette Tubman Cheshire Home all of which are located in capital Monrovia.

Similarly, adults with disabilities of working age between 15 - 59 years old experience higher rates of and underemployment compared to their non-disabilities peers ((SIDA report 2014). The 2010 Labor Force Survey indicated that out of the 21% inactive labor force, 6% had disabilities (LFS, 2010). There is however no information on the share of persons with disabilities with regards to the jobs they are involved in either in the formal or informal sector or their sex. The lack of up to date employment data on person with disabilities leads to the distortion of analysis and understanding of the scale of barriers persons with disabilities face.

To address these challenges, the government of Liberia adopted a 5-year National Action Plan (NAP) for the period 2018-22 for the implementation of the CRPD which are closed linked to the activities of achieving the SDGs for the Inclusion of Persons with Disabilities. Among other things, NAP proposes priority action in 6 areas: Public accessibility, Inclusive Education, Employment and Livelihood, Health Care, Independent Living & Self Determination, and, Access to Justice & Social Protection. These priority actions included budgets and responsible ministries for each action.

1.1.1 Inclusive Education and Employment Policies

The inclusive education policy as part of the National Action Plan was subsequently launched in March 2020 to be integrated in all public schools. While the inclusive education policy is applicable to marginalized children and youths, the policy has a clear bias towards the inclusion of children with disabilities due to currently severe lack of capacity within the Liberian education system to cater for children with disabilities in mainstream schools. This policy creates a new dawn of hope for children with disabilities.

The inclusive education policy has seven strategic objectives, institutional framework, financing and implementation plan. Strategic objective one of the inclusive education policy is to increase access to education for all children and young people, by making systemic changes that eliminate the environmental, infrastructural, attitudinal, policy, practice and resource barriers that prevent some students from attending their local school with their peers. According to this objective, specifically, attention will be placed on ensuring that all new school infrastructure designs and constructions are built based on the principles of universal design and made accessible to all learners, including those with physical and sensory impairments.

On ensuring employment access, The National Employment Policy (NEP) was launched in 2009. The policy explicitly featured a three-folded strategy for the inclusion of people with disabilities in the labor market. The first strategic objective was to develop a legislation that will ensure reasonable adjustment and accommodation of jobs as part of anti-discrimination policies. The second strategic objective was to promote

employment opportunities for persons with disabilities by developing systems of assistance for obtaining and maintaining employment and also helping them to be self-employed through the establishment of businesses or cooperatives. The third was to enhance access to opportunities and services most especially through improving access to vocational training programs, placement services and lifelong training for persons with disabilities. Moreover, Section 5 of the legislative act that created the National Commission on Disability states that for every hundred non-disabilities employees, four percent must be qualified PWDs who are gainfully employed by Government's Ministries or Agencies.

The inclusive education and employment policies are based on a series of international UN Conventions Liberia is a signatory to. Such as the Convention against Discrimination in Education (1960); the International Convention on the Elimination of All forms of Racial Discrimination (1965); the International Covenant on Economic, Social and Cultural Rights (1966); the United Nations Convention on the Rights of the Child (1990); the World Declaration on Education for All (1990); the Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993); the Salamanca Statement and Framework for Action (UNESCO, 1994) and the Convention on the Rights of Persons with Disabilities (2006). Nationally, the inclusive education is anchored on Article 6, of the 1986 constitution which states equality and access to opportunities and facilities for all citizens to the extent of available resources. It is also aligned with other national and legal instruments including the Education Reform Act of 2011, the Agenda for Transformation (Aft) and the G2B-ESP (2017-2021).

While these legal frameworks are in place to ensure inclusivity of persons with disabilities, the continuous cries of persons with disabilities over their exclusion from education and employment serves as a motivation for this study. Moreover, the operationalization and implementation of these policies have been a subject of concern among persons with disabilities and organizations working with them. The disability commission stated that although women and girls with disabilities face gender differentiated barriers that could underpin differential in school enrollment and employment, there is currently no legislation or policy on gender and disability in Liberia. Moreover, the National Gender policy refers to women with disabilities only in general terms and does not suggest any measures focusing on them.

Report by the World Bank (2019) on improving results in secondary education indicated that Liberia's education system lacks critical structures for adequate management, monitoring and accountability which hampers effective decision-making and ability to monitor education service delivery and progress. It also indicated that the education system is fragmented both administratively and financially lacking effective information chains and feedback loops from the central level administration filtering down to the counties and districts.

Furthermore, follow up studies on the implementation of inclusive policies done by Operti and Belalcázar, (2008) on behalf of UNICEF in eight regions indicated that policies related to inclusive education were almost never fully implemented. The authors also noted that the situation gives rise to the risk that inclusive policies can become rhetoric of education. Similar studies by Jolley et al., (2017) on education and

social inclusion of persons with disabilities in five West African countries also stated that there is a disconnect between policy formation and policy implementation due to the lack of resources available to the governments.

Based on these assertions and the paucity of evidence on the implementation status of inclusive policies for persons with disabilities, this study therefore assesses the implementation of inclusive education and employment policies in selected public institutions in Liberia. The study is necessary for several reasons. Firstly, having a disability can be one of the most marginalizing factors to receiving education and employment. Secondly, inclusive education and employment for persons with disabilities is intricately linked; inclusive education serves as a stepping stone for knowledge building and skill acquisition, as such, it has a substantial impact on the employment prospects of individuals' adult life. Thirdly, the non-implementation or partial implementation of inclusive disability policies has the propensity to widen and perpetuate social and economic inequality among persons with disabilities. And lastly, studies have shown that there is a link between gender responsive inclusive education and educational outcomes.

This study contributes to disability and gender literature by assessing the implementation status of inclusive education and employment policies with a gender undertone. Applying gender analysis to disability inclusive education can increase awareness about the specific requirements of girls and boys with disabilities so that they are not excluded from programs that are intended to include them.

1.2 Problem Statement

Accessibility to education and employment continues to be a major challenge for persons with disabilities. The lamentation over their exclusion from education and employment in public institutions have been amplified over and over again over radio talk shows or programs held by persons with disabilities to attract the attention of government to their plight. Subsequently, government has taken steps to ensure access to education for students with disabilities through the enactment of the free and compulsory education policy followed by the Inclusive Education Policy which was developed and adopted in 2017. Despite these policy interventions, children and youths with disabilities run a great risk of remaining illiterate. At the beginning of each school year, they go through the difficult ordeal of school search because they are often turned down by principals from enrolling in school due lack of accommodating infrastructures. This has principally led to only one third of primary school age children with disabilities enrolled in school (Liberia, 2012).

Similarly, the national employment policy explicitly tailored three strategic interventions to enhance and ensure employability of adults with disabilities in employment. In furtherance to this, a disability quota ensuring that four percent of qualified persons with disability are employed in public ministries and agencies have been legislated. Furthermore, the government made pronouncement of tax incentives to businesses that hire someone who has a disability.

Albeit these police declarations adults with disabilities especially women continue face barriers to access employment opportunities. Assessment by the national commission

on disability on the employment status of persons with disabilities showed a glaring evidence of their under representation in public institutions as only twenty-four persons with disabilities comprising of six females and eighteen males were gainfully employed in twenty-two government ministries and agencies (SIDA report 2014).

While some measures have been put in place to ensure inclusion of persons with disabilities, there is no information to the best of our knowledge especially for the case of Liberia on whether or how these policies are implemented. This study therefore assesses the implementation status of inclusive education and employment policies for persons with disabilities in selected public institutions in Liberia with a gender lens. Such analysis provides a nuanced understanding of disability as well as gender issues that promote or impede the effective implementation of inclusive education and employment policies for persons with disabilities.

1.3 General Objectives

The overall objective of this study is to assess the implementation status of inclusive education and employment policies for persons with disabilities in selected public institutions in Liberia.

1.4 Specific Objectives of the Study

- i. To assess the extent to which public high schools have integrated accessibility for students with disabilities in Liberia.
- ii. To explore the degree to which public high schools are integrating gender in accessibility for students with disabilities in Liberia

- iii. To establish the extent to which government policy on inclusive employment of persons with disability has been implemented in public institutions in Liberia.
- iv. To analyze the extent stakeholder, believe and attitude promote or constraint the implementation of inclusive education and employment policies in Liberia

1.5 Research Questions

- i. To what extent has public high schools integrated accessibility for students with disabilities in Liberia?
- ii. To what degree are public high schools integrating gender in accessibility for students with disabilities in Liberia
- iii. To what extent has the government policy on inclusive employment of persons with disability been implemented in public institutions in Liberia?
- iv. How does stakeholder believe and attitude promote or constraint the implementation of inclusive education and employment policies in Liberia?

1.6 Justification and significance of the Study

Inclusive education and employment policies as a way of removing barriers for persons with disabilities is regarded as a strategic way of improving their lives and making them independent. However, in practice many are still not included in schools and employment institutions because policies are either not implemented or are partially implemented. The systemic transformative approach to inclusion requires analysis of how these policies are implemented in public institutions. This study's findings may facilitate the implementation of inclusive environments that accommodate diversity and embrace persons with disabilities in Liberia and elsewhere. It may also influence

practices of inclusive education and strategies that are tailored to the unique characteristics of students with disabilities.

Moreover, while there has been some progress on inclusion of PWDs on the development agenda, there is limited academic research particularly for the case of Liberia in identifying gaps and challenges that prevent implementation of disability specific policies. The provision of this information will help stakeholders to establish an effective implementation strategy that is robust to changing trends and financial constraints. This study therefore provides such information. Findings and recommendations from the study can be used by persons with disabilities organizations and also serve as a baseline information source for researchers who are interested in further studies in the area of disability. This research is crucial and expected to add information on policy as well as what can be done to assist persons with disability in Liberia.

1.7 Scope and Limitation of the Study

1.7.1 Scope

This study was conducted in public high schools and government ministries in Montserrado County (Monrovia, Liberia) to assess how far inclusive disability policies are implemented.

The study was confined to the key respondents. These consisted of the students and employees with disabilities as well as principals and directors in charge of human resource. The study's specific areas of investigation include implementation of physical accessibility in inclusive education policy with a gender dimension, implementation of

employment policy which accommodates persons with disabilities and the effect of stakeholder's perception on the implementation of inclusive disability policies.

1.7.2 Limitations

The study was limited to public high schools and government ministries due to the affirmative action by the government for persons with disabilities. The study encountered some limitation in terms of sampling and data collection. The study took place when schools and offices were just reopening from the Covid.19 Lockdown. During this period, students and adults with disabilities had not return to school or work. To mitigate this challenge, the study used principals to get the name and contact of at least one student. That student served as a point of contact to get to others. Using a student with disability to get to other colleague provided confidence to others to participate.

Another challenge was the lack of national data on the total number of students with disabilities in each public high schools in Monteserrado County as such there was no sampling frame from which to determine the sample size. The study therefore had to rely on information provided by principals from the various schools for data on the number of students with disabilities in their schools.

Data on the total number of persons with disabilities employed in each public institutions was also not available. Some institutions sample had only few persons with disabilities employed, hence, the total number of respondents in this category is small.

Nonetheless, findings from them can still tell their story which can be used to make situations better for them and other persons with disabilities wishing to gain

employment.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter provides definition of concepts and reviews empirical literature on inclusive education and employment. It provides a summary of the reviewed literature and identifies existing gaps. It also provides the theoretical and conceptual frameworks which outline the relationship among variables as well as the expected outcomes.

2.2 Definition of Concepts

2.2.1 Disability

Disability is multifaceted and fluid concept, as such, there is no universally agreed definition. The United Nations convention on the rights of persons with disability (2006), defines disability as a person who has long-term physical mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UNCRPD, 2006). Barriers are causes in PWD's environment that through their absences or presence restricts or limits their functioning and create disabilities. Some major barriers are; negative segregation, inadequate policies and practices, inaccessible environments, and lack of data on PWDs.

The UN Convention on the Rights of Persons with Disabilities (CRPD) was a landmark achievement that provides a pillar for a transformative and sustainable inclusion and empowerment of PWDS, through inclusive policies, legislation, programs, and practices. Articles 24 and 27 of the CRPD convention maps out the right to inclusive education and employment for all persons with disabilities. Inclusive education and

employment is viewed from an economic perspective as been cost-effective and from a social angle as a vital contribution to more inclusive societies that benefits everyone.

2.2.2 Inclusive Education

Inclusive education in Liberia acknowledges that when children are not accessing, participating in or achieving in education, it is not their fault, rather it is a problem with the system. Hence, inclusive education is therefore about making fundamental changes to the entire education system (policies and resource allocation, teaching practices, curricula, assessment, infrastructure, etc.) so that education/schools become flexible and able to adapt to the needs of every learner –The values and guiding principles underpinning inclusive education policy presumes that given the opportunities, all children regardless of their disabilities can be achievers and that children with disabilities need many different related services that require inter-ministerial support to deliver those services: The rationale for inclusive education is built through the educational case which stress that all children learn more effectively in general schools, the economic case which argues its cost-effectiveness and the social case which stresses that it contributes to more inclusive societies.

2.2.3 Accessibility

Strategic objective one of the seven inclusive education policy of Liberia stressed on removing barriers of accessibility for students with disabilities. The strategy for achieving accessibility to education for children with disabilities is by making systemic changes that eliminate the environmental, attitudinal, policy and practice. Adjusting physical infrastructure, personnel, educational and classroom resources and make modifications to facilitate accommodation and learning of all students as needed.

Accessibility also requires that schools must be accessible for all children with disabilities - including buildings, transport, playgrounds, hygiene and toilets facilities, communications, curriculum, education materials, teaching methods, and assessment and support services and that all new buildings must be accessible.

2.2.4 Inclusive Employment

Under the National Employment Policy of Liberia 2009, three strategic objectives were stated as explicit commitment for promoting employment opportunities for persons with disabilities. They include: 1) developing legislation to prohibit discrimination on the basis of disabilities. This includes providing an enabling physical environment and reasonable adjustment and accommodation of jobs as part of anti-discrimination policies. 2) The Promotion of employment opportunities for persons with disabilities. This includes developing systems of assistance for persons obtaining, maintaining or returning to employment, including self-employment and establishment of businesses or cooperatives. And 3) Enhance access to opportunities and services most especially through improving access to vocational training programmes, placement services and lifelong training for persons with disabilities. An additional commitment of special tax concessions and other incentives had been promised to companies or businesses who employ persons with disabilities to motivate employers to engage persons with disabilities

Accessibility to work includes the right to the opportunity to gain a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive and accessible to persons with disabilities.

2.3 Review of Empirical Literature

2.3.1 Inclusive Education Policies

Several research has been conducted on whether and how inclusive education is implemented in public institutions. Engelbrecht et al., (2009) stated that among other things, inclusive education is challenging due to the current debate on disability policy with regards to whether the right to education should be guaranteed through the general system or special system for PWDs. There is also a dichotomy of how pedagogical for PWDs is best designed and practiced. In Bangladesh, Kibria (2005) identified negative attitude of people towards inclusive education, physical access, class size cost, lack of trained teachers and gender discrimination as major barriers to the implementation of inclusive education policy.

School accessibility in terms of physical infrastructure is one of the cardinal barriers faced by students with disabilities. Policy response through inclusive education design is geared towards enhancing access. Guardian, (2017) noted that although students with disabilities who have made it to higher education faced serious challenges with regards to inaccessible infrastructure and learning materials, the media and civil society in Nigeria have documented support for disability inclusion in higher education. Komana (2006) study of inclusive education in South Africa found that accessibility affected student's enrollment at the department of Agriculture of Limpopo University. The researcher recommended that persons with disabilities should be given opportunity of access to buildings and special training among others.

According to Kochung (2011), the main challenge of implementing inclusive education is the lack of interest in developing policy on higher education for persons with

disability. The author stressed that the modern education system in higher education in many African countries have created and continues to perpetuate inequality in the guise of providing quality education through heterogeneous strategies which exclude vulnerable members of society. Other challenges cited as impeding the implementation of disability policies in education include stigmatization by the society, inflexible, complex, and stringent admission requirements in higher education institutions which restricts enrollment for vulnerable students and the poor socio-economic background of most students with disabilities.

A study by Imonje & Nyagah (2018) on inclusive education for students with special needs in public universities in Kenya, pointed out that the lack of relevant, specialized and individualized resources, skills, infrastructure, non-policy adjustment to teaching pedagogy, stereotyped attitudes among other factors were challenges encountered in mainstreaming disability policies in public universities. Kochung (2011) also noted that the political and socio-economic structures in Kenyan higher institutions of learning are discriminatory and exclusive to vulnerable members of society especially those coming from poor families and those with disabilities. Qualitative studies on access to employment by persons with disabilities in Kenya by Opoku et al., (2016) stated that the disability laws and policies are only on paper as such there are barriers to employment for the PWDs.

2.3.2 Inclusive Employment Policies

Prince (2010) asserted that although the American Disability Act (ADA) of 1990 dismantles all barriers faced by PWDs in job access, public accommodations, government services, public transportation, telecommunications, and others, it does not

encourage employers to employ or retain employees whose skills prohibit them from performing the job. The study also indicated that insufficient staffing and limited budgetary resources in federal agencies are among the reasons for the slow pace of mainstreaming. The author further iterated that after twenty-four years of the existence of the ADA, the employment rate among job age PWDs are low and amounted to only 17 percent compared to their non-PWDs counterparts.

2.3.3 Gender and Disability in Inclusive Education

Literature on inclusive education and policies for persons with disabilities acknowledges that gender plays a significant role in both policy implementation and impact. Study by (Nagata, 2003) on inclusive education indicated that women and girls compared to their male counterparts face multiple barriers in accessing both primary and secondary education which also reflects their conspicuous absence in formal employment. The study further iterated that, even among girls with disabilities, those with mobility disabilities may have more access to education, particularly community-based education, than girls who are have visual impairment, speech impairment or have other disabilities, since mobility-impaired students, if they can get in the building, are less likely to need modified.

McClain, (2003) indicated that architectural inaccessibility of school buildings—including stairs, narrow corridors, inaccessible desks and equipment, inaccessible bathrooms serves as a major barrier for girls with disabilities than their male counterparts. The study further indicated that differences in male and female socialization may enable boys with disabilities to more readily ask for help from friends

than females. And also that males are more likely to take risks to get over barriers, such as flinging themselves up and down stairs.

Additionally, Rousso, (2001b) stated that the absence of water and sanitation facilities for girls with disabilities to manage their periods at school in a safe way can intensify parental fears and further discourage school attendance. The study concluded that inclusive education policies and programs should explicitly include the needs of girls with disabilities.

2.3.4 Stakeholder Believe and Attitude towards Inclusive Education and Employment

Several research has shown that stakeholder perspective on disability inclusion is an important factor in determining the way policies translate to practice. According to the final report from Copenhagen Conference 2000, quoted in EDF (2002), successful disability inclusive policy implementation requires positive attitudes, political will, and practical know-how. Burton, (2009) also argues that the perception of stakeholders is influential both at the policy decision-making level and in the implementation of programs and services delivery.

A qualitative analysis by Chimhenga (2016) on the perspective of stakeholders towards inclusive education in secondary schools for students with disabilities in Zimbabwe, stated that both teachers and the school head had negative attitudes towards the implementation of inclusive education for students with learning disabilities in primary schools. Their negative perception was based on grounds that teachers did not have the requisite skills to teach students with disabilities. Daly, et al. (2007) study on the perception of stakeholders on disability mainstreaming indicated that for disability to be

mainstreamed in school; teachers must have the willingness to accept students with disabilities with a welcoming arm and their additional needs.

In Zimbabwe, research by Nyanga and Nyanga (2013) on issues of inclusive education in primary schools from the teacher's perspective, indicated that mainstreaming inclusive education policies in primary schools may fail if the teachers feel compelled to adjust their teaching pedagogy and classroom setting to accommodate students with disabilities. Similar study by Chireshe, (2011) on the state of inclusive education in Zimbabwe from the student's perspective stated that children without disabilities perceive their peers with a disability as not having social skills and thus do not associate with them while, students with disabilities, on the other hand, perceived that their non-disability colleagues may not understand issues confronting them as such they isolated themselves from their non-disability colleagues which affect their social interaction and learning. The study further indicated that parents believed integrating students with disabilities with their non- children with disabilities may slow the pace of the teacher to accommodate students with disabilities thus negatively affecting their children without disabilities.

The perception and attitude of stakeholders at various stages of employment play a significant role in the inclusion of persons with disabilities in work and employment. Analysis by Bonaccio et al., (2020) on the participation of persons with disabilities in the workplace across the employment cycle indicated that managers and human resource officers may have the perception that PWDs may not be in the pool of applicants and even if they were present, they may not meet the requirement for the job. The authors also stated that manager's concern that the recruitment of PWDs may

require some alterations in recruitment approaches, as well as an additional cost to accommodate them to fit in the workplace, are among reasons for low employment of PWDs.

Research on employers that offer job opportunities for persons with disability by Hemphill & Kulik, (2016), asserts that the primary reason for lower participation of PWDs in employment is the pessimistic view of employers about their work-related abilities. The authors reiterated that managers are most often uncertain about how the employment of PWDs may affect existing employees, their performance and safety behaviors. Or in the event of performance problems how to address them or how to terminate the employment relationship if the problem persists.

Study by Kosny et al., (2013) on the role of co-workers after a work-related disability noted that among reasons why PWDs are not employed by institutions is in part due to managers' perception that persons with disabilities will be disruptive to team functioning, or that coworkers without disabilities will perceive accommodations as unjust. Moreover, managers may be hesitant that PWDs may have low productivity and that coworkers without disabilities will be resentful for having to work more to compensate for the short fall in the productivity level of the PWDs. Or on the other hand, jobs may be unfairly redistributed to favor PWDs for the same pay that will be received by all workers which may be considered by co-workers as unfair.

2.3.5 Reasons for Gaps in the Implementation of Inclusive Education and Employment Policies

Although much progress has been made by countries in terms of legislation and policies, studies, however, show that the full implementation of those policies and in

some instances even partial mainstreaming is challenging. These challenges have been attributed to policy evaporation wherein policy implementation and impact fail to reflect policy commitments as policy vanishes somewhere down the organizational chain from formulation to implementation (Albert et al., 2005). A study by Albert et al., (2005) attributed gap in the implementation of inclusive disability policies to lack of Institutional support, ineffective communication of policies, inability to break down traditional attitudes to disability, inadequate resources allocated to the implementation and limited practical guidance with regards to the implementation of activities of inclusive education and employment.

Using both linear and logistic regression methods, Carew et al., (2019) studied perceived inter- and intra-household relative inequality among PWDs and non-PWDs in Liberia. The study stated that while there were no statistical differences between PWDS and non-PWDs in terms of their poverty status, persons with disabilities were perceived to be relatively unequal in the aspect of life satisfaction and social exclusion among others. The study further suggested that disability may lead to perceived relative inequality at the household level in terms of trust held in neighbors and that merely making programmes technically inclusive will not address the broader issues of self-esteem, trust, confidence, and wellbeing of persons with disabilities.

Study by Jolley et al., (2018) on education and social inclusion of people with disabilities in five West African countries, Cameroon, Mali, Liberia, Senegal, and Sierra Leone found that although all studied countries had put in place progressive policies and legislation to support access of people with disabilities to public services, the implementation of the pledges made lags behind due to insufficient financial resources

and multiple competing priorities faced by governments. The study also indicated that although several tools were developed for monitoring the implementation of international agreements on disability by these countries, there was no indication that the tools were been used.

Research by Murangira, (2009) on the implementation of inclusive disability policies in Uganda, indicated that service providers lack the awareness regarding the actual needs of PWDs, fail to cut down traditional attitudes to disability, lack of practical guidance on the implementation of inclusive disability programmes and activities and insufficient funding are among many issues that lead to the gap between policy formulation and implementation.

A study by Wakhung (2011) indicated that policy implementation status in selected public universities in Kenya, noted that although Universities are endeavoring to mainstream disability policies in their programmes and activities such as training for lecturers on disability curriculum, enhancing disability student and staff associations, awareness and even setting aside sports days for students and staff with disabilities, inadequate funding, physical facilities, and resources, as well as the unfriendly environment, are among factors that impeded the full implementation of disability mainstreaming policies.

In Malaysia, Niane et al., (2014) researched the gap in the implementation of government policy that allocated a quota of one percent of the total workforce of every government agency for employing PWDs. Analysis from the study showed the actual number of PWDs employed by public institutions was far less than what was stated on the policy document. The gap in the successful implementation of the policy was

attributed to the complex interaction of the policy with the various institutional setting which required multiple organization to implement it, the relationship between policymakers/designers and policy implementers, and the ambiguity of the policy which did not provide clear and sufficient guide to grassroots implementers.

2.4 Summary and Gaps

Analysis of literature shows that enhancing access to physical infrastructure, promoting employment opportunities through inclusive policies have been vital tools for the inclusion of persons with disabilities into development. The review also shows that the perspective of key stakeholders such as students, parents, the school head and staff, as well as the local community, and gender play a key role in determining the successful implementation of inclusive education and employment policies.

Analysis of literature on policy-implementation gaps in mainstreaming disability revealed that the policy environment is composed of several actors at both local and national levels. Thus, the complex interaction and relationships among policymakers, institutions and implementers may lead to non-policy implementation or policies been implemented half-way or fully implemented but unsuccessful. Other factors that contributed to the gap in disability mainstreaming policies include lack of clarity on how policy should be mainstreamed, lack of awareness creation on disability mainstreaming, and lack of accountability and effective monitoring framework.

The literature review shows that (Imonje & Nyagah, 2018; Kochung, 2011; Wakhung, 2011; Engelbrecht et al., 2009) have researched issues of disability mainstreaming in universities while (Chimhenga, 2016; Nyanga and Nyanga, 2013; Daly, et al. 2007; Chireshe, 2011) have studied inclusive education policies in high schools. Although

these studies provide insightful literature, they did not include the analysis of inclusive policies in public employment institutions in their analysis. The studies of (Opoku et al., 2016; Prince, 2010; Kosny et al., 2013; Bonaccio et al., 2020; Hemphill & Kulik, 2016; Niane et al., 2014) on the other hand analyzed inclusive employment for persons with disabilities but did not consider inclusive education which is a fundamental basis for employment of persons with disabilities. Owing to the linkage between education and employment, assessing the implementation status of these inclusive policies provide policymakers with information that could be used to strengthen the implementation of disability policies in these public institutions.

In Liberia, the study by Carew et al., (2019) examined perceived inter-and intra-household relative inequality among PWDs and non-PWDs in Liberia but did not consider the implementation of inclusive education and employment policies. Jolley et al., (2018) examined issues of education and social inclusion of people with disabilities in five West African countries which includes Liberia, their study did not explicitly assess the implementation status of inclusive education and employment. It remains unclear whether these policies are implemented or not. This study, therefore, positions itself to fill in this knowledge and information gap by assessing the implementation status of inclusive education and employment in selected public high schools and employment institutions in Liberia.

2.5 Theoretical framework

This study anchored its theory on the Human Right –based Model approach to disability(HRBA) which emanates from the human rights theory. The human rights model recognizes that disability is a natural part of human diversity that must be

respected and supported in all its forms and that people with disability have the same rights as everyone else in society as such impairment must not be used as an excuse to deny or restrict people's rights.

The human rights theory has evolved over the years with the basic argument focusing on a search for moral standards of political organization and behavior that is independent of the contemporary society. The earliest direct pioneer to human rights theory can be traced to the notions of 'natural right' developed by classical Greek philosopher Aristotle. The evolution of this theory was based on the prevailing situation at the time wherein, many people were unsatisfied with the notion that what is right or good is simply what a particular society or ruling elite feels is right or good at any given time. This unease has led to a quest for enduring moral imperatives that bind societies and their rulers over time and from place to place. The concept of natural rights was more fully developed by Thomas Aquinas in his *Summa Theologica*. Aquinas concept which was influential for several years which contended that goods or behaviors were naturally right (or wrong) because God ordained it so. Hugo Grotius further expanded on this notion in *De jure belli et paci*, where he propounded the immutability of what is naturally right and wrong. The conceptualization of successive thinkers of human rights have led to the contemporary human rights theory on which the human rights model and UN convention on the rights of persons with disabilities is based.

The Human Right model approach to disability model is used for this study because it addresses the shortfall of the social model which views disability as a social construct locates the problem of disability outside the individual in discrimination policies. In addition, the model does not acknowledge the very real impact of impairment in the

lives of people with disability, such as chronic pain and shorter life expectancy. It also has the tendency of treating all impairment as the same. The human rights model addresses this shortfall. Unlike the social model where policies for persons with disabilities are designed without their input, the human rights model requires that governments actively consult with people with disability in the development of all new policies, laws and programs that might affect them. The model also provides information on the steps that must be taken by governments to uphold, promote and protect the rights of people with disability in each area of public life. It also requires governments to report to the United Nations on the steps taken to advance the rights of people with disability every four years.

2.6 Conceptual Framework

This study is guided by a conceptual framework that shows the inter-relation among variables. Inclusive education and inclusive employment policies for persons with disabilities are interconnected. While they are driven by more or less the same conditioning factors, they have important implications on the welfare of persons with disabilities. In this framework, accessibility to education and employment is the main variable of interest under inclusive education and employment policy. Accessibility is looked at in terms of access to physical infrastructure, gender sensitive water and sanitation facilities, access to information and transportation, access to opportunities and services and ease to access employment opportunities. Creating accessibility for children with disabilities to attend public high schools prepares them for the job market and employment. Once prepared for the job market, policies to promote reasonable

adjustments and accommodation at the work place will ensure the employment of adults with disabilities.

The overall impact of the creating accessibility in the implementation of inclusive education and employment policies is increased participation of persons with disabilities in public life and governance, improved standard of living and sustainability and equality in the wider society is enhanced leading to increase in development and economic growth. The successful implementation of inclusive and education policies leading to the outcome is however influenced by intervening factors such as stakeholder attitude towards the implementation of inclusive policies for persons with disabilities, active advocacy and political will to allocate resources and also enforce the implementation of inclusive policies. Gender consideration is also one of the crucial factors that affects both the implementation of inclusive policies as well as the outcome of those policies. In the conceptual framework, gender is intersectional, acting as an independent variable and intervening factor.

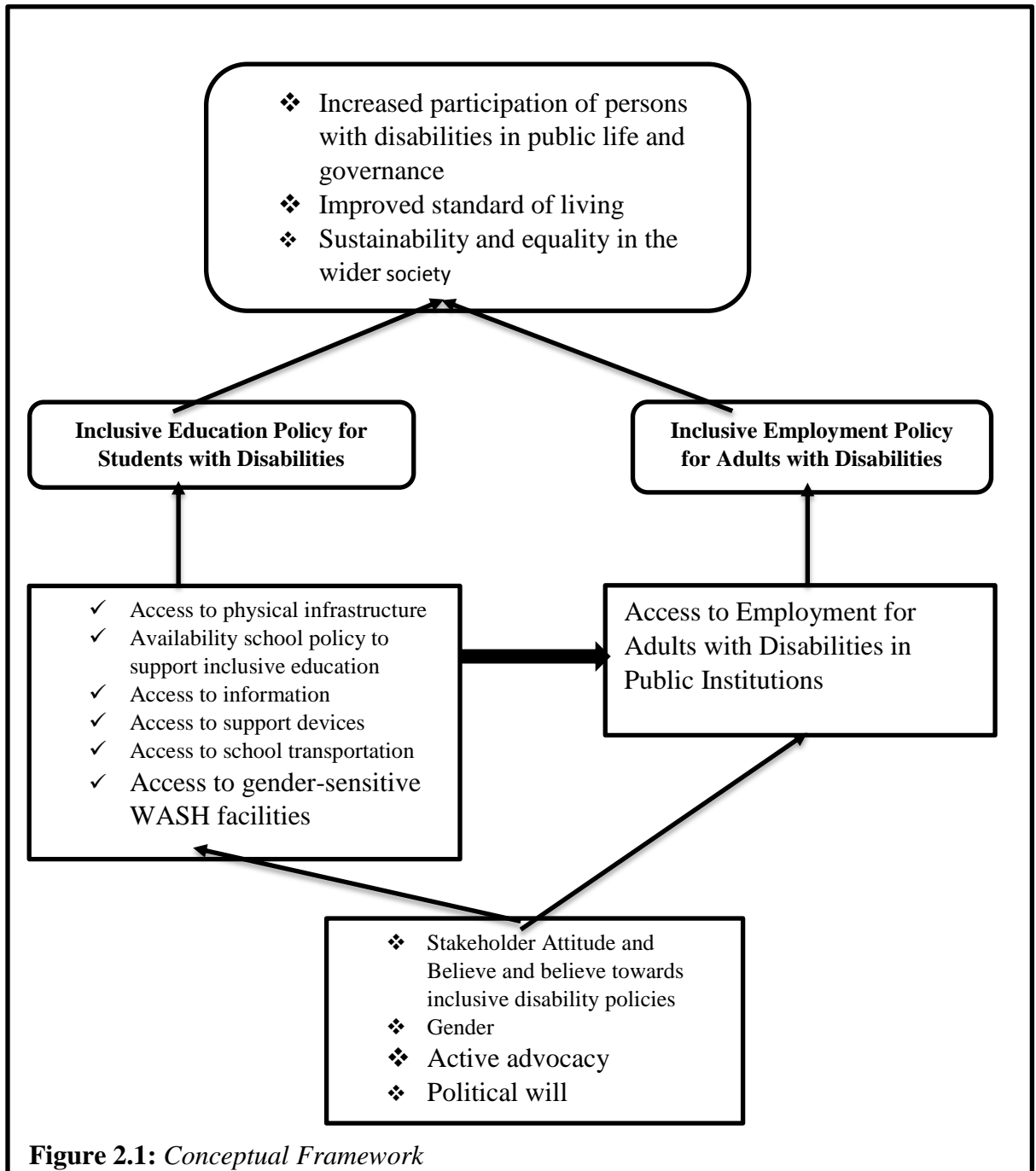


Figure 2.1: *Conceptual Framework*

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the following: research design, site of the study, target population, sampling techniques sample size, research instruments, validity and reliability of instruments, data collection procedures, data management and analysis procedures as well as ethical consideration.

3.2 Research Design

This study incorporated a descriptive research design. The choice of this design is based on its suitability to integrate both qualitative and quantitative data collection methods. Since data collection included survey methods that required respondents to answer questions directed to them in the form of questionnaires and interviews on real-life experiences, this design provides the opportunity to obtain more in-depth information that enables the accurate and systematic description of the population and the variables being studied. (Clark et al., 2003). Other researchers who have used this design to study issues of disability mainstreaming include Lang and Murangira (2009).

3.3 Research Site

The locality of this study is Montserrado, County in Liberia. The County was selected because it is the largest and the most populated county in Liberia with a population size of 1,118,241. The county has the highest number of PWDs totaling 32,228. Males constitute about 15,937 while the female is about 16,291 (Sida, 2014). Moreover, the County has the highest number of public schools and public employment institutions. The study is limited to public schools and institutions because they are obliged to implement inclusive disability policies. Such mandatory power emanates from enacted

laws and national policies such as: Convention on the Rights of Persons with a disability, the National Commission of Disability Act of 2005, The National Inclusive Education Policy, the Pro-poor agenda for peace and prosperity, Sustainable Development Goals (SDGs) and the Constitution of Liberia (1989) among others.

3.4 Target Population

The target population of this study are 60 students with disabilities from public high schools and 30 employees with disabilities from selected public institutions totally 90 persons with disabilities. Table 3.1 below presents the lists of 7 targeted schools and students with disabilities

Table 3.1: Target Population of students with disabilities in selected high schools

Public High Schools	Students with Disabilities	Principals
William V.S Tubman High School	10	1
G.W Gibson High School	9	1
Virginia Public School	8	1
D. Tweh Memorial High School	7	1
E. Jonathan Goodridge High School	9	1
Boastwain Elementary and Junior High School	6	1
Kendeja Public High school	11	1
	60	7

Table 3.2 below gives the target population of employees with disabilities in selected public institutions.

Table 3.2: Target population of selected employees with disabilities

Ministries and Agency	Employees with disabilities	Officers in charge of HR
Ministry of Education	5	1
Ministry of Gender and Social Protection	5	1
Ministry of Labor	5	1
Ministry of Youth and Sports	5	1
Liberia Institute of Information & Geo-information Services	10	1
Total	30	5

Table 3.3 presents selected commissions working on disability issues in the country.

Table 3.3: Selected Disabled People Organization Representatives

Disabled people's organizations	DPOs Representatives
National commissions on disability	2
National union on disability	1
Anonymous DPOs organizations	1
Total	4

3.5 Sampling techniques and size

3.5.1 Sampling technique

The study adopted multi-sampling techniques. In the first stage, Montserrado county was purposely selected among 15 counties. The second stage was the selection of public institutions from which students and employees with disabilities were sampled. High schools sampled were purposely selected due to their diversity in terms of location and socio-economic setting. The final stage was the selection of respondents. For the students, there was no sampling frame at the Ministry of Education to indicate the number of students with disabilities in each public institution in Montserrado county from which to select sample of respondents. A list indicating the number of students with disabilities in each grade was obtained from principals in sampled schools. This

then formed the sampling frame. This list totaled up to 60 students with varying numbers in each school. Due to the manageable number, the researcher opted to enumerate the entire population of students with disabilities in the sampled schools.

The study took place when schools were trying to resume after a period of lock down from the Covid 19 pandemic. At that time, parents were still skeptical about sending their children to school and so my study population of interest were still home. The snowball sampling technique became handy and quite useful at this time. Principals of the various schools sampled were contacted again to provide contact information of the parents of at least one student with disabilities in their schools. Upon submission of the contact information, the parents were contacted through telephone and the purpose of the research was briefly explained to them. A meeting was then arranged with the parents and their child. The first student contacted from each school served as a point of contact to get to other students. The student supplied the names and contact information of their colleagues with disabilities from the school. In some cases, the researcher allowed the student contacted to talk to their colleagues and make the necessary introductions. The process continued until all potential students were identified by their colleagues. The involvement of the student with disability to get to their colleagues was very helpful in getting their participation because they felt comfortable that one of them was involved the process. This process also provided the assurance of their participation in the actual data collection process.

For the employees with disabilities the names and contact information was provided to the researcher by the human resource officers in the various ministries. All of the lists provided was sampled because only few persons with disabilities employed in these

ministries. The government ministries were purposefully selected based on their role in the implementation of inclusive education and employment. The ministry of Education and Labor were purposively selected because of their role in ensuring inclusive education and employment. The Ministry of Gender and Social Protection was selected due to their coordination role in disability and the ministry of Youth and Sports for their role in youth engagement and management

3.5.2 Sample Size

Selecting a suitable sample size in qualitative research is an area of ongoing debate. However, Gay and Hilton (1995) state that a sample size 10% of the population is considered minimum whereas 20% of the total population is required for a smaller population. The study adopts the 20% threshold since the population of study is small. There are 35 public high schools in Montserrado County. 20% of the sample gives a total of 7 high schools. Although the total number of public schools were available, a sampling frame containing information of students with disabilities in these schools could not be obtained because such information was not available at the Ministry of Education. A population figure of 60 students with disabilities was obtained from principals of the sampled schools. Due to the manageable number provided, the entire population was used for the survey.

Table 3.4: Respondents category

Category of respondents	Number to be selected	Method of data collection
Employees with disabilities	30	Questionnaire
Heads of human resource	5	Interview
Students with disabilities	60	Questionnaire
Deans of students	7	Interview
Representatives of disabled persons organizations	4	Questionnaire
Total	106	

3.6 Research Instruments

The study used questionnaires to collect quantitative information while key informant interview guide was used to collect qualitative information.

3.6.1 Questionnaires

Questionnaires were used to collect data from the various groups; students with disabilities, employees with disabilities, school principals, and officer in charge of human resources. The researcher opted for questionnaires due to its ability to ask both closed and open-ended questions, which permits the researcher to easily collect data in line with various research objectives. Additionally, a questionnaire can allow researchers to target large audiences and gather information at a lower cost.

3.6.2 Key Informant Interview

Qualitative information was collected from principals, offers in charge of human resource and people with disability organizations through key informant interview guides. Questions were tailored according to the role played by each respondent in implementing inclusive education and employment policies for persons with disabilities. The researcher developed tentative interview schedule dates for

respondents. The schedule was then updated upon communication with the respondent either through phone call or personal visit to obtain a planned appointment date and time. The interview was also consisted of open-ended questions to allow for flexibility wherein the interviewee will be allowed to ask questions and also to allow the respondents to talk in some depth, choosing their own words.

3.7 Validity and Reliability of Research Instruments

The extent to which a survey or questionnaire can prove its consistency and accuracy makes up an imperative of the methodology of the research which is called validity and reliability (Taherdoost, 2016).

3.7.1 Validity of Instruments

According to Drost, (2011), validity is the extent to which a measure adequately represents the underlying construct that it is supposed to measure. Wherein the term construct refers to the knowledge, skill, attribute or attitude that the researcher is investigating. To ensure that the instruments used measure to a greater extent the variables of interest, instruments are designed to adequately address each domain of the research objectives. Expert dealing with issues of disability in education and employment were consulted to validate the content of instruments used for data collection.

3.7.2 Reliability of Instruments

The reliability of instruments measures the extent to which the instrument gives consistent results when used by different people to measure similar attributes or phenomena (Drost, 2011). This study ensured the consistency of the instrument by conducting a pilot survey with two students with disabilities who served as a point of

contact for other students. Thereafter, the questionnaire was modified to address omissions and inconsistencies.

3.8 Data Collections Procedures

Upon approval of the proposal, Kenyatta University issued a letter permitting the researcher to research the above topic. This letter was subsequently presented to the Department of higher learning, Ministry of Education, and the Liberia Institute of Statistics & Geo-information Services who also issued a written permit to research these institutions. At the institutions, the researcher introduced herself and then presented the letters obtain from relevant authorities. Given the go-ahead to proceed with the data collection, the respondents were briefed on the purpose of the study and the researcher further informed the participants that participation was voluntary and that they were free to withdraw from the study whenever they wanted to if they did not feel comfortable. Participants were also assured that information collected will be confidential and used only for the survey.

3.9 Data Management and Analysis

Quantitative data was collected using electronic data collection tools (Kobo/ Survey CTO) for direct entry of participants' responses during the time of the interview. Quality was ensured by editing completed questionnaires collected from the electronic tool retrieved from the field as they arrived. In cases of missing data or respondent's unavailability, research assistants were sent back to the field to make a follow-up. The questionnaires were finally edited to ensure completeness and consistency and then placed in Excel spreadsheets for descriptive analysis and comparison. The spreadsheets served as a repository for all collected data and the basis for electronic analysis.

Categorical, ordinal as well as interval data collected were analyzed into percentages, or ranking and presented through frequency tables and graphs or charts and accompanied by explanations on relationships among the categories of data. Qualitative data generated from open-ended questions were quantified in a meaningful way by organizing and categorizing them into themes.

3.10 Ethical Consideration

The study sought appropriate consent from all respondents to participate in the study. Several measures were taken to ensure confidentiality. These measures include: assuring participants that their names including any significant aspect of the identity will not be reported in the study. Interviews were also conducted on an individual basis and in an environment approved by the respondent. The study also abided by all ethical regulations from the Kenyatta University as well as from the Liberia Institute of Statistics and Geo-Information Services as well as health protocols prescribed by the Ministry of Health to prevent the spread of Covid-19.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents data analysis, interpretation of results, and discussion of findings from data collected on the assessment of the implementation status of inclusive education and employment policies for persons with disabilities in selected public institutions in Liberia. The chapter is organized according to the response rate, by the characteristics of respondents and then by the research objectives.

4.1 Research Instruments Response Rate

A total of 106 questionnaires were sent out to respondents. These included 60 students with disabilities, 7 principals of those schools, 30 employees with disabilities from 5 government ministries and agencies, 5 officers in charge of human resources from the same ministries, and 4 persons with disability organizations. Table 4.1 shows that the total response rate was 62.26%. The data shows a response rate of 78.33% for students with disabilities. Even though students were not in school, the high response rate shows that the snowball technique used to contact those students was effective. The low response rate for employees was due to returned questionnaires because the anticipated number of respondents for those ministries were not available.

Table 4.1: Response Rate

Respondents	Sample size	Returned	Percentage
Students with disabilities	60	47	78.33
High school principals	7	7	100.00
Employees with disabilities	30	5	16.67
Human directors	5	5	100.00
PWDs organization	4	2	50.00
Total	106	66	62.26

4.2 Respondents Characteristics

4.2.1 Characteristics of Students with Disability

This section presents the demographic characteristics of students with disabilities principals, then followed by employees with disabilities and officers in charge of HR in public employment ministries.

Figure 1 presents the characteristics of students with disabilities by gender, age, and types of disabilities. Analysis of students' characteristics across gender, age, and disability was motivated by the realization that disability is not gender-neutral; hence, a holistic assessment of the implementation status of inclusive disability policies requires information on the gender disability intersect as well as the age-gender facets of disability. Such gender-disaggregated analysis could provide information for the design of gender-sensitive disability policies.

Moreover, students' response to challenges in their learning environment depends on the type of disability they experience, therefore, breaking down disability by types and gender reveals a wide range of learning needs and support that students may require. Additionally, the Liberia Education Sector analysis (2013) identified overage school enrollment and high school drop-out rate especially for girls as major challenges facing the sector. This assertion necessitated further gender-differentiated analysis to probe the age educational achievement trend of students with different types of disabilities.

Analysis from figure 1 below showed that physical disability was the most prevalent form of disability suffered by 61.8% of students. Of that total, males comprised 42.6% while females constituted 19.2%. Visual impairment was the second-highest disability experienced by students, with males making up 14.9% and females 6.4%. This result

suggests that although other assertive devices may be needed by students, more attention should be directed towards creating physical accessibility for students. The result also showed that only females suffered from hearing and mental disabilities while both groups constituted equal numbers in terms of speech and multiple disabilities. For students with mental or intellectual disability and multiple disabilities, exposing them to a learning environment with diverse group of students through a regular classroom situation provides them the opportunity for real-world learning experience.

Inclusive education with a gender dimension gives these female students the opportunity to observe their peers whose behavior may inspire and challenge their intellect, thus, leading to more social interaction with their peers. The gender age and grade analysis data showed that both male and female students were on average 14 years old in grade 4. Given that school-going age starts at six years, students in grade 4 who are 14 years and above can be classified as overage. The age-grade gap was seen to be more pronounced for females as indicated in the graph below. Being overage in a lower grade have implication for continuity and completion especially for females since they reach maturity level at an early stage than boys.

In Liberia, the gender gap in age appropriate enrollment for girls with disability have been attributed to several factors which include: parental attitude towards financial constraints to cover costs of school fees and other related costs, girl's education, wherein, parents favor boy's education over females. Other factors are due to gender attributed roles wherein girls are given more household chores like fetching water, cleaning the house, cooking, doing laundry and taking care of their young siblings compare to boys. These household chores often make them late for school which

eventually leads to dropout. Moreover, girl's in the house are the ones who are most often involved in selling to help provide income for the family Liberia (MoE 2010). The delayed in enrollment for girls may negatively impact their education attainment, level of income and socio-economic status. The implementation of inclusive education for students with disabilities in high schools with a gender undertone could help overage girls to continue with their education without dropping from school despite their age. Thus increasing their chances of future employment.

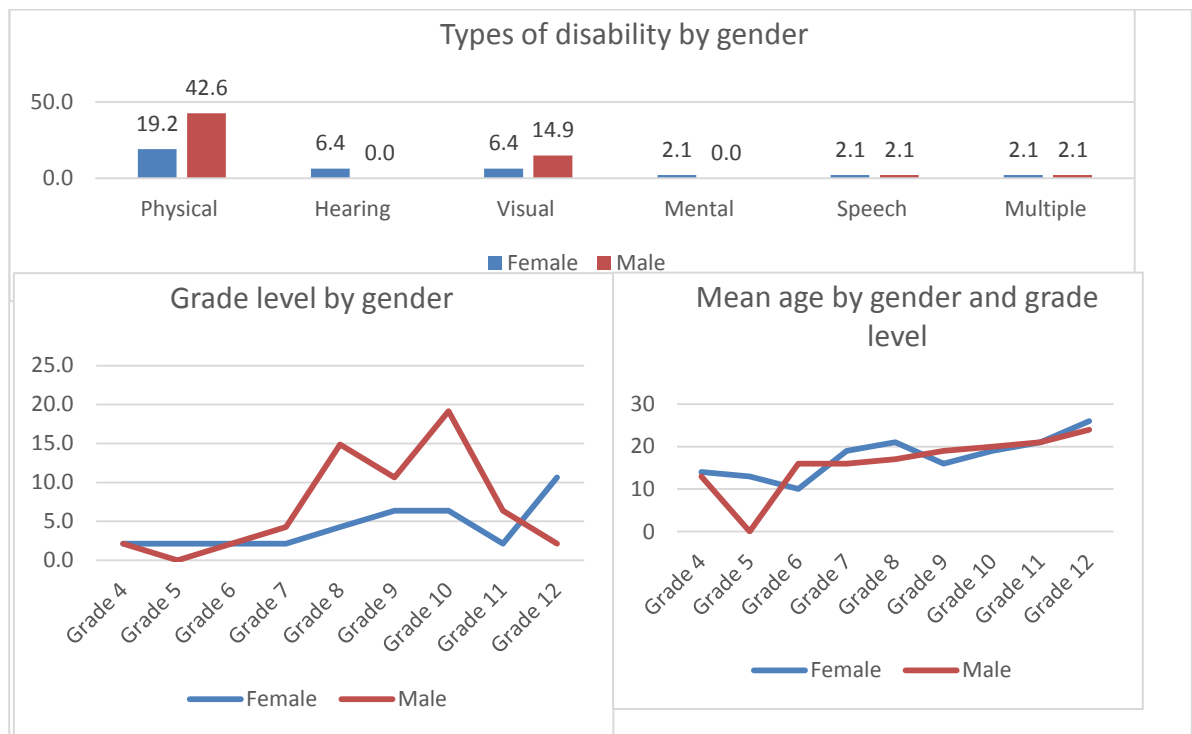


Figure 4.1: Distribution of students by gender, types of disabilities, mean age and grade level

4.2.2 Characteristics of employees with disability, principals and officers in charge of HR

Employees with disabilities were asked about their level of education, the types of disabilities they experience, and the number of years spent working in their respective

jobs. The level of educational attainment for persons with disabilities is an important indicator of their inclusion in public sector employment and the job market as a whole. Principals were also asked about their level of educational attainment and the length of time they have served as principals. The educational background and experience of principals play an important role in improving their attitude towards implementing inclusive education. Moreover, principals are the vision bearers of education as such their qualification serves as a motivation for teachers and students while the length of time in service indicates their experience in dealing with teachers and students from diverse background and their ability to support inclusive education.

The gender distribution, educational attainment, and years of service presented in Table 4.2 indicated that about 20% of employees with disabilities had obtained a certificate while 40% of males and 40% of females had a diploma. All of the male employees 60% interviewed suffered from physical disabilities while 20% of females indicated being physically disabled and 20% suffered sight impairment. All of the males suffered from physical disability while one female suffered from physical disability and another from visual impairment. The analysis further showed that only one male had served in employment for more than 25 years. About 20% of employees both male and female served for less than 5 years while the others had served between 6-10 years.

The educational characteristics of both male and female employees with disabilities showed that they had not acquired much in terms of educational attainment. This suggests the need for improvement in educational attainment considering the competitive pressure for public sector employment. It was also revealed that all of the 7 principals interviewed from the various public high schools were males of which 40%

of them had attained first degree while 60% had post-graduate degrees. About 30% had served for less than 5 years, 30% between 6-10 years, 20 % between 11-15 years, and 20% for over 25 years. The male head domination of public high school principals in our sample reflects the concerns raised in Liberia Education Sector analysis (2013) on the absence of female principals in the majority of the public high schools. With the educational qualification and experience of principals, one expects that disability can be successfully mainstreamed in high schools. The data also indicates that 50% of officers in charge of HR were males and 50% females. Like the principals, both male and female HR officers had university degrees and some years of experience serving in their positions. Hence, it is expected that disability mainstreaming strategies will be implemented successfully.

Table 4.2: Distribution of education attainment and years of service by gender

Areas of measure	Female Employees with disability	Male	Male Principal s	Female Officers in charge of HR	Male
Certificate	---	20.0	---	---	---
Diploma	40.0	40.0	---	---	---
1st degree	---	---	40.0	25.0	25.0
Post graduate	---	---	60.0	25.0	25.0
Types of Disability					
Physical	20.0	60.0	---	---	---
Sight	20.0	---	---	---	---
Year of Service					
Less than 5 years	20.0	20.0	30.0	25.0	25.0
6-10 years	20.0	20.0	30.0	25.0	25.0
11-15 years	---	---	20.0	---	---
More than 25 years	---	20.0	20.0	---	---

4.3 Gender and Accessibility

Objective one assessed the extent to which public high schools have integrated accessibility for students with disabilities in Liberia, while objective two stretched this further to explore the degree to which gender is integrated in accessibility. The both objectives are analyzed side by side

Accessibility is a prerequisite for the inclusion of people with disabilities in all aspects of social, and economic life. Incorporating gender perspective in accessibility will help both boys and girls to benefit from access. Inclusive Education Policy require making fundamental changes to the entire education system. These include: ensuring that all public schools have disability policies and that both teachers and students are sensitized and knowledgeable of the policy; training of teachers on inclusive education and equipping them with the appropriate attitudes, pedagogical skills, and adequate knowledge; modifying old infrastructure or building new ones to ensure accessibility; and also providing resources, relevant equipment, and assistive devices to students to enhance their participation. The study, therefore, assesses whether and how these are implemented

4.4 Access to Information on Inclusive Policy

Student's access to information policy gives them confidence that they are cared for and protected. Their understanding of the policy helps them to appreciate the changes that are made to ensure their inclusion in education. It also helps female students to know whether those policies and awareness created are gender sensitive. Figure 2 provides gendered presentation of students understanding and awareness of inclusive education policy that is implemented in their school. The disaggregation is important because

male and female students with disabilities experience different challenges, as such, policies created in their interest should address these different needs. Hence, for female students in particular, the understanding of inclusive disability policies helps them to know and identify policies that do not take their needs into consideration.

From figure 2 below, only 23.4% of students were aware of the Ministry of Education inclusive education policy for students with disabilities, Disaggregation by gender showed that a slightly higher number of females 12.7% were aware of the MoE policy compared to 10.6% of males. Students who indicated that they were not aware of their entitlements as enshrined in the policy were 78.7%. Further gender analysis showed that although 12.7% of female students were aware of the policy, only 4.2% knew of their entitlements, bringing the total to 78.7% of those who were neither aware of the policy nor their entitlements. The implication of this is that the lack of knowledge by female students of their entitlement deny them the opportunity to speak out on policies that continue to serve as barriers in their learning environment.

Regarding sensitization, 55.3% reported that they had not been sensitized on inclusive disability policy mainstreaming in their respective schools. Of this figure, 51.7% of males compared to 33.3% female reported to have been sensitized. The gender disparity in knowledge and sensitization about mainstreaming disability in inclusive education may probably be due to several reasons. One of reasons could be that boys are given more preference than females so they are the ones mostly chosen to attend sensitization talks or workshops. The other reason could be due to the lack of socialization of female students with their non-disability peers. Most times friendships among students in school is gender segregated. Information about school and personal student life is

discussed in these groups. Boys with disabilities may tend to easily forge friendships with their non-disabled male peers than girls with their non-disabled peers. This may put boys in an advantage position in terms of information and sensitization. Moreover, males in most instances are more likely to seek information than their female counterparts. And lastly, girls may not be seen any gender specific programs that addresses unique barriers facing them as such, they become disinterested in knowing what exist.

These responses suggest that although there are inclusive education policies that caters for the needs of students with disabilities, there is limited communication or information of these policies to students in whose interest these policies are crafted. Communication and awareness creation on disability inclusive policies is the basic foundation for building support, acceptance, and smooth implementation of disability mainstreaming strategies. Failure to deliver on this critical component could present hurdles in the implementation of other strategies. This finding supports a study by Albert et al., (2005) which indicated that the invisibility of disability in institutions is due to ineffective communication of policies.

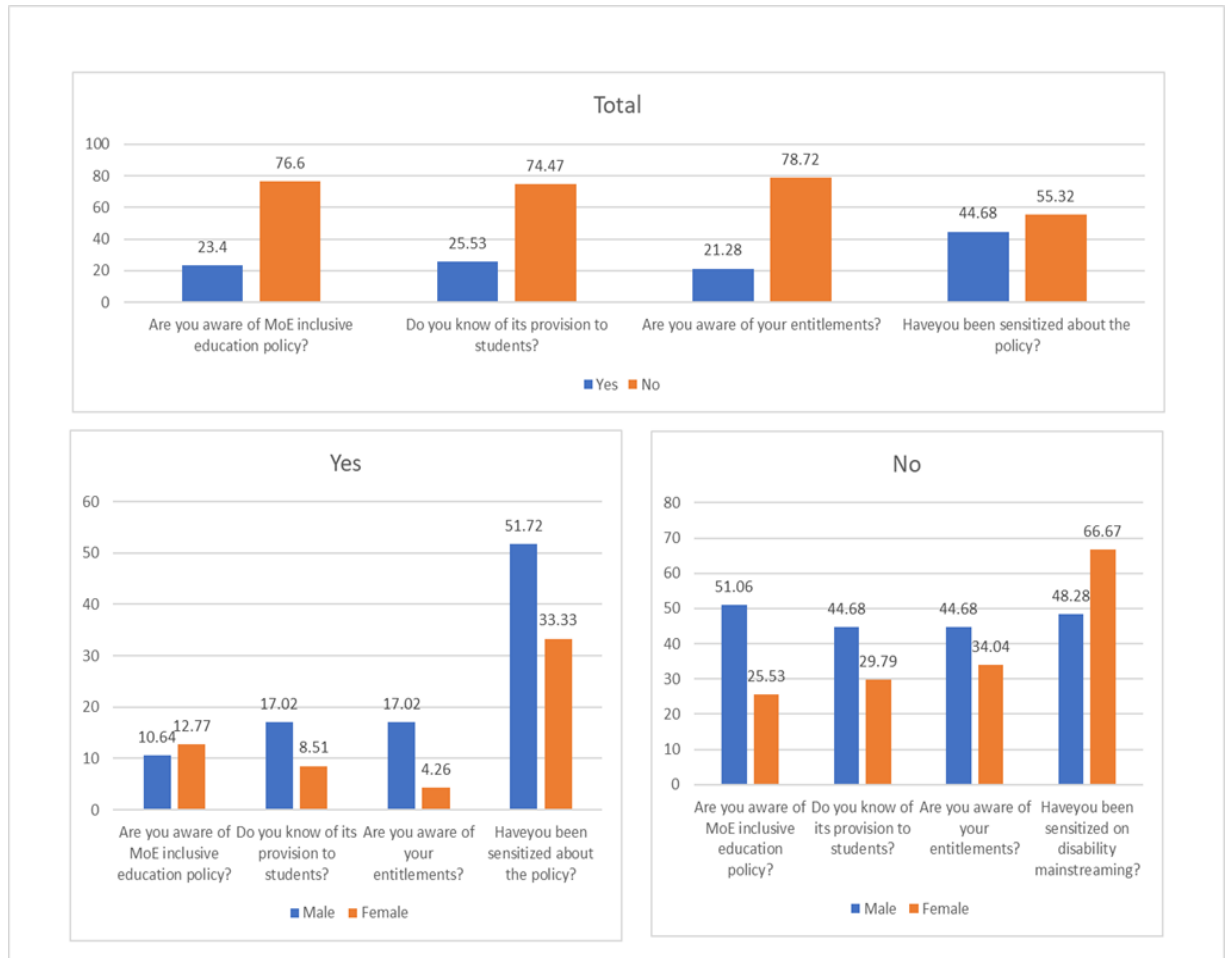


Figure 4.2: *Student's awareness and understanding of inclusive education policy by Gender*

4.5 Physical/Environmental Accessibility

Access to physical infrastructure as well as access to privacy of toilet facilities and water system is critical for students with disabilities, but more especially for female students. Gender segregated toilets provides a means of security for female students. The availability of water for these facilities aids female students with their menstrual hygiene. The analysis therefore considered a gendered disaggregated response to access to physical and environmental accessibility. To assess how this had been carried out,

students were asked to answer a “yes” or “no” question. Responses from 59.6% of students simplified in Table 4.3 below showed that school buildings had high pavement which impedes the movement of students who are physically challenged or those who are using wheelchairs. On the other hand, 40.4% of students responded that their schools did not have pavement in the buildings, probably because the structures were not story buildings. Out of those who stated having high pavements in their schools, 74.5% indicated that there were no ramps to provide access for students who use wheelchairs. Given that 61% of students suffered from physical disability, the absence of ramps on elevated buildings poses a challenge for students to navigate their learning environment. Concerning improved lightening in building, 57.5% of students stated that there was no improved lightening in the school while 42.6% responded that their schools had improved lightening system. 85.1% responded on the affirmative that the corridors were free from hazard that could hurt people while 14.9% said the corridors were hazardous.

With regards to gender-differentiated toilets, majority of the respondents 97.8% indicated that there were separate toilets available for male and female students. Only 2.1% of females indicated that there was no gender differentiated toilets. Although majority of the students indicated that there was gender differentiated toilets, 85.1% of them indicated that there was no water in the toilets. The lack of water to enhance sanitary conditions is more troubling for female students who may need water system to dispose of their sanitary pads. Several studies have shown that the lack of water and sanitation in schools is one of the major contributing factors to school dropout rate particularly for adolescent girls (Kirk & Sommer, 2006).

This finding suggests that considerable attention should be directed towards enhancing school sanitation facilities. All of the respondents affirmed that the door entrances were wide enough to afford safe passage to students with disabilities. More students 87.2% indicated that there were no special seating arrangements for students using a wheelchair while 12.8% confirmed of its availability. More students 95.7% affirmed that school doors were easy to open. Overall, the high number of responses indicating lack of access to school facilities suggests that the infrastructural needs of the students with physical disabilities have not been implemented in schools. This finding supports a study by Barrett (2019) which indicated that school infrastructural designs are less favorable to the physically challenged.

Table 4.3: Physical/Environmental Accessibility by Gender

Areas of measure			Male		Female	
	Yes	No	Yes	No	Yes	No
Are there stairs or high pavement in the building?	59.6	40.4	31.9	27.7	29.8	10.6
Are there ramps for students who use a wheelchair?	25.5	74.5	8.5	17.0	53.2	21.3
Is there improved lighting in the building?	42.6	57.5	31.9	10.6	29.8	27.7
Are corridors free from hazards or materials that could hurt people?	85.1	14.9	51.1	34.0	10.6	4.3
Are there gender-appropriate toilets available?	97.9	2.1	59.6	38.3	0.0	2.1
Are there water for use in toilets?	14.9	85.1	10.6	4.3	51.1	34.0
Are the door entrances/doorway wide?	100.0	---	61.7	38.3	---	---
Are there special seating arrangements or paired wheelchair spaces?	12.8	87.2	8.5	4.3	53.2	34.0
Are doors easy to open?	95.7	4.3	57.5	38.3	4.3	----

4.6 Access to Supportive Devices, Educational Materials, and Facilities

Access to supportive devices, educational materials and facilities by students with disabilities was also assessed. Data from Table 4.4 revealed that 95.7% of respondents indicated that schools did not provide sign language interpreters or other educational materials such as braille. When asked whether they were provided with supportive devices such as a walking cane, wheelchair, hearing aid, and transportation, all of the students responded with a no answer. The unavailability of resource materials to enhance students' learning needs has implications on their academic performance and learning outcomes. A similar conclusion was reached by Albert et al., (2005) whose study indicated that most public schools lack educational support materials to help students with disabilities learn effectively as their non-colleagues with disability. Further analysis revealed that the majority of students had access to library 82.9%, laboratories 63.8%, cafeteria 91.4%, playground 93.6%, and sanitary materials 97.8%.

Table 4.4 Access to supportive educational materials and other facilities

Areas of measure	Yes	%	No	%
Are there sign language interpreters for learning and other school activities?	2	4.26	45	95.74
Are other education materials made available in alternate formats such as braille, audio etc.?	2	4.26	45	95.74
Are the following assistive devices/items provided for students with disabilities?				
Walking cane	---	---	47	100.00
Hearing aid	---	---	47	100.00
Wheelchair	---	---	47	100.00
Transport	---	---	47	100.00
Are these facilities accessible to students with disabilities?				
Library	39	82.98	8	17.02
Laboratories	30	63.83	17	36.17
Cafeteria	43	91.49	4	8.51
Playgrounds	44	93.62	3	6.38
Water and sanitation	46	97.87	1	2.13

4.7 Access to Extracurricular Activities

Improving the social needs and interaction of students with disabilities through extracurricular activities is one of the strategic objectives of inclusive policies in high schools. Students were therefore asked if they participated in various outdoor supplementary activities in school such as blind soccer, sitting volleyball, wheelchair basketball, and swimming. Responses from students in Table 4.5 on their participation on these activities showed a resounding no from all students. The probable reason for their non-participation in these activities could be that these facilities and activities are not available at their schools. The lack of outside classroom activities for students with disabilities implies that their lives only revolve around academic activities. An extensive body of literature has shown that high school student's participation in extra curriculum activities helps them develop socio-behavioral skills such as teamwork,

peer-to-peer interaction, independence, eagerness to learn, and an opportunity to explore new activities that will unlock one’s passion (Alhadeff, 2019). Their non-participation in extracurricular activities implies that students with disabilities are shut out of these opportunities.

Although 60% of the students claimed that they have formed clubs in their schools, 70% of them, however, indicated that their schools did not have an association for students with disabilities. Another 60% of responses showed that students with disabilities did not have student representatives who would present their concerns to school authorities. It can however be inferred from this analysis that there is little or no institutional responsiveness and supportive environment for persons with disabilities. Instituting these activities in schools could be a powerful tool that ensures inclusivity. It can also be used as a way of creating awareness and acceptance for students with disabilities.

Table 4.5: Extracurricular activities for students with disability

Areas of measure	Yes %	No %
Do students with disabilities participate in the following?		
Blind Soccer	-	100
Wheelchair basketball	-	100
Swimming	-	100
Kickball	-	100
Sitting volleyball	-	100
Are the following activities in place to enable regular interaction with SWD?		
Association for students with disabilities	30	70
Clubs for students with disabilities	60	40
Students’ representatives	40	60
Disability awareness day	30	70

4.8 Student's Satisfaction with Teaching, Learning Activities, and Resources

Past studies examining inclusive education noted that students' satisfaction with teaching and learning resources is closely related to learning outcomes and dropout intentions (Sojkin et al., 2012). Specific characteristics such as the gender of the student is also note to play a role in these decisions (Sojkin et al., 2012). The study tried to understand how the perception of male and female students influenced their level of satisfaction by soliciting their opinions on their level of satisfaction with learning materials, techniques and teacher's concern for them. Gender analysis of student's satisfaction presented in Table 4.6 revealed that 42.6% males and 25.5% females totaling 68.1%, were of the view that sign language interpretation and other school activities provided for students with disabilities were below average.

The question of whether teachers discriminated against students with disabilities compared to their non-disable peers showed a large gender response variance. While 42.6% of male students believed that teachers showed equitable treatment across all student's groups, only 4.3% of female rated it as satisfactory while the vast majority of them 21.3% rated it as below average. Study by (Sojkin et al., 2012). indicated that some teachers in inclusive education perceive boys to be more intellectually inclined than girls, as such, they tend to pay more attention to boys by frequently interaction with them in class. The feelings of biased treatment or concern by teachers as expressed by female students have implications on their aspiration for inclusive education and on the desire for continuity. Additionally, Avcioglu (2016) indicated that the feeling of positive interaction between students with disability and their teachers positively affect their achievements, learning process as well as inter-student behavior. Most males

34.0% compared to females 10.6% rated as satisfactory learning methods and techniques. On the other hand, 85.1% comprising of males and females (53.2% and 31.9%) rated as below average learning aid devices and other resources provided by their schools.

Table 4.6: Student’s satisfaction with teaching, learning activities and resources by gender

Areas of measure	Satisfactory		Above average		Average		Below average	
	Male	Female	Male	Female	Male	Female	Male	Female
Sign language interpretation for learning and other school activities	14.9	6.4	0.0	0.0	4.3	6.4	42.6	25.5
Treatment and concern from teachers compared to the other students without disabilities	42.6	4.3	0.0	0.0	17.0	12.8	2.1	21.3
Learning methods and techniques	34.0	10.6	2.1	0.0	19.2	19.2	6.4	8.5
Learning aid devices and other resources are provided by the school.	4.3	2.1	0.0	2.1	4.3	2.1	53.2	31.9

4.9 Challenges Experienced by Students with Disabilities

Students were asked to list other challenges they are faced with. Figure 3 presents gender disaggregated data of those challenges. Analysis revealed that although students with disabilities are faced with several challenges, getting acceptance from other non-disability peers was stated as a major challenge by 53% of the respondents. From this total, more females 30.7 compared to males 22.5% stated this as a major challenge. The lack of acceptance of students towards their peers with a disability is confirmed by a controlled experimental behavior study by de Boer et al., (2012). The authors stated that non-students with exhibited more negative attitudes towards students with intellectual disabilities compared with students with physical disabilities.

The study by Avcioglu (2016) indicated that students with disabilities who are not accepted by their peers carry the scars of rejection not only during their years but

throughout their entire life which in turn affects their attitude towards others. Hence, principals and teachers have a role to play in promoting attitude change towards students with disabilities. Further analysis indicated that more females 9.5% cited challenges with transportation to and from school compared to males 4.7%. The challenging situation of girls with transportation puts them in a vulnerable situation. Numerous studies have shown that women or girls with disability are most often victims of rape and sexual assault as they walk-in isolated areas or on streets near their homes (Beadle-Brown et al. (2014).

The fear of assault by parents may serve as a deterrent for parents to send their children with disability to school. About 17% of students cited financial difficulties at home as the second largest constraint. Disaggregation showed that more females 10.2% indicated financial constraints at home compare to their male counterparts 7.5%. The appalling financial situation of students with disabilities and their families, especially females is well acknowledged in the empirical literature (UNCRPD, 2006; Albert et al., 2005). Difficulties in understanding the teacher, the learning environment not disability friendly and no learning materials were also listed as challenges facing students. The study by Mitra (2013) cited the lack of transportation as one of the main causes that discourage students with disabilities from attending school.

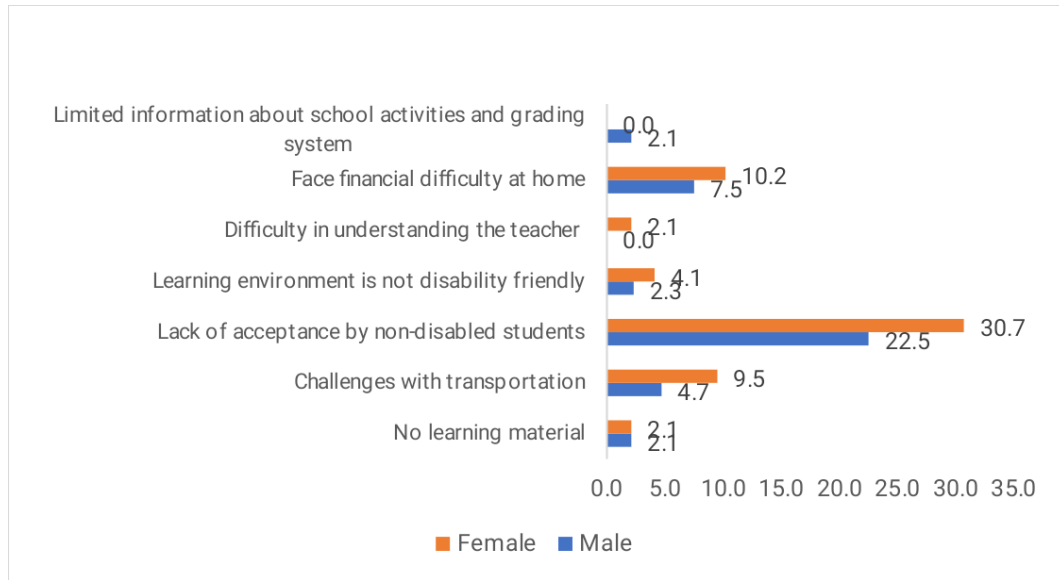


Figure 4.3: *Challenges Experienced By Students with Disability by Gender*

4.10 Principal's Awareness and Implementation of Inclusive Education Policy

The prerequisite to effective disability mainstreaming is contingent on the availability of the policy and how well implementers understand the policy in the first place. Their level of understanding and awareness also determines how the policy is interpreted by co-implementers or subordinates. Figure 4 discusses principal's knowledge and the availability of inclusive education policies in their respective institutions. Responses from 60% of principals showed that they were knowledgeable of the Ministry of Education inclusive education policy. Out of the respondents who affirmed knowledge of the policy, only 40% said they had incorporated it in their school policies. Further analysis showed that 80% of the principals indicated that they had taken some affirmative actions towards the implementation of the inclusive education policy in their respective schools. With regards to building the capacity of their staff on inclusive education pedagogy, 70% responded that their teachers had not undergone such

training. The lack of teacher training is detrimental to the successful implementation of disability mainstreaming. Also, 90% of principals indicating that they had no procedure for admitting students with disabilities. From the above responses, it can be deduced that although there are written policies, no strategic intervention has been put in place to implement inclusive education in public high schools.

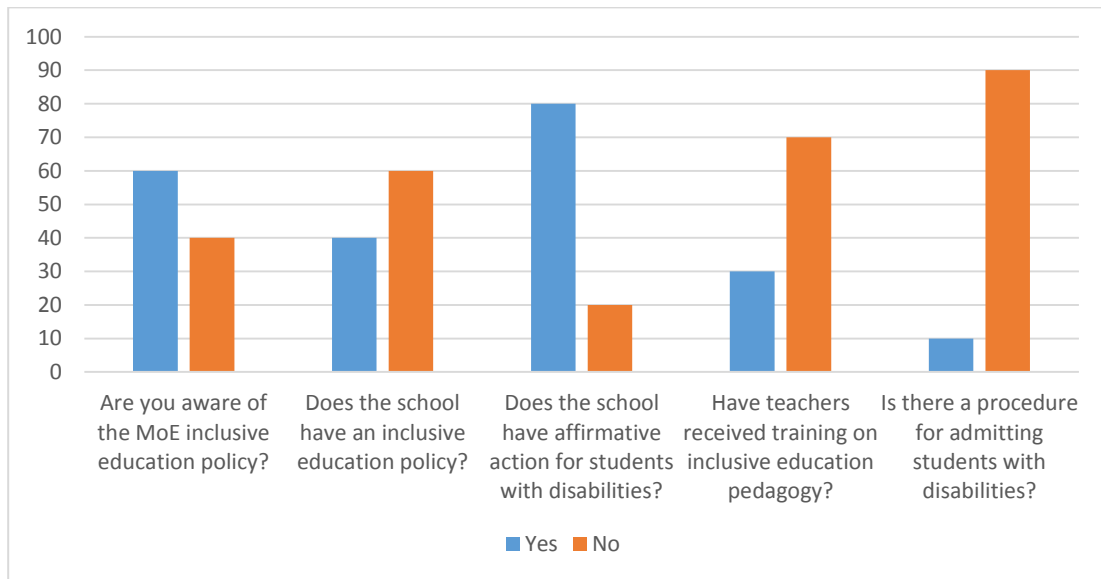


Figure 4.4: *Principal's knowledge and implementation of inclusive education policy*

4.11 High School's Compliance with National and International Policies on Inclusive Education

The study interviewed principals to assess their school's compliance with both national and international disability mainstreaming policies. This question was necessitated by the fact that Liberia is a signatory to many international protocols on disability mainstreaming. In this regard, the Ministry of Education produced a national policy on inclusive education to be implemented by all public schools. Principals were therefore asked to show their agreement or disagreement to certain statements which were related to compliance with the policy. Table 4.7 depicts responses on their level of compliance.

Analysis indicated that over 60% of respondents agreed that their schools conformed with the Ministry of Education inclusive education policy and all other international policies on disability. Majority 90% agreed that their schools complied with MoE free and compulsory education policy. Compliance with the MoE best education plan policy got a 100% agreement response. Although most of the principals' responses were skewed to agreement in compliance with both national and international policies on disability mainstreaming, judging from their responses in Figure 4.4, it is highly unlikely that schools were in compliance with these policies.

Table 4.7: High school's compliance with the implementation of inclusive education policies

Areas of measure	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
The school conforms with the requirements of the Ministry of Education Inclusive policy.	10	10	20	40	20
The school complies with the requirements of the ministry of education free and compulsory education policy	---	10	---	60	30
The school complies with the ministry of education getting to best education plan	---	---	---	60	40
The school complies with the United Nations Convention on the Rights of persons with disabilities	---	---	---	70	30
The school complies with the requirements	---	10	10	40	40

of the UN standard
rules for equalization of
opportunities for
persons with
disabilities

4.12 Challenges Experienced by Principals in the Implementation of Inclusive Education

According to Einat and Sharon (2015), schools implementing inclusive education policies experience several challenges. The study, therefore, asked principals to indicate challenges they experience with the implementation of inclusive education aimed at enhancing accessibility in their respective schools. Table 4.8 presents analysis those challenges. In response to questions weighted on a Likert scale, the total of 60% with of principals agreed (40% agreed and 20% strongly agree) that deferment in school fees and other requirements were major challenges they are faced with. Another 60% of respondents agreed while 20% strongly agreed that the enrolment rate for students with disabilities is low. The low enrolment indicated rate indicated by principals may be a result of poor financial status of the parents, as financial difficulties at home were among challenges listed by students in earlier analysis in Figure 3.

Although there is free education for primary school students, other supplementary expenses like uniforms, school shoes, and books are to be purchased by parents. Opinions on students with disabilities having higher disciplinary problems were inconclusive as 40% agreed while 30% disagreed and 30% stayed neutral. More than half of the respondents disagreed that students with disabilities are discriminated against. The result also showed that 60% expressed their disagreement that the

environment was not disability friendly. The absenteeism rate among students with disabilities as a challenge faced by school principals was agreed upon by 60% of the respondents.

Table 4.8: Challenges experienced by principals in implementing inclusive education

Areas of measure	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
We face constant deferment by students with disabilities on other school requirements and fees.	---	10	30	40	20
The enrolment rate for students with disabilities is low.	---	20	---	60	20
Disciplinary issues among students with disabilities are high.	---	30	30	30	10
Students with disabilities are discriminated against.	40	20	20	20	---
The environment is not disability friendly.	20	40	20	20	---
More absenteeism among students with disabilities than non-students with disabilities.	20	10	10	40	20

4.13 Inclusive Employment for Persons with Disabilities

Objective three sought to establish the extent to which government policy on employment of persons with disability have been implemented in public institutions in Liberia to respond to this objective, the study examined how access to physical infrastructure and accommodation made at the work place to enable persons with disabilities fit in. It also evaluated whether they have access to other opportunities and services and the ease at which person with disabilities access employment at public institutions.

4.14 Access to Physical Infrastructure and Information

Employees were asked whether they were aware of inclusive employment policies and whether they were sensitized about its contents. This analysis is necessary because employees are the ones in whose interest those policies were enacted as such, their understanding of the policy will help them to hold the implementers of those policies accountable for what was not done as enshrined in the document. Employees were also asked about their accessibility of physical structures. From Table 4.9, more than half 60% of employees acknowledged that they were aware of inclusive employment policies in their ministries. More than half 60% also responded that although they were aware that the policy existed, they had however not been sensitized or educated on what the policy document contains. All respondents indicated that there are gender-differentiated toilets in their institutions. On the issue of access to services and structures in place to aid accessibility, all of the respondents indicated that the cafeteria is accessible to them. 80% indicated that disability parking lots are available for them to use and majority, 80% also indicated that ramps are built to afford those with wheelchair easy access.

Table 4.9: Access to physical infrastructure and information

Areas of measure	Yes %	No %
Are you aware of the inclusive employment policy for persons with disabilities?	60	40
Have you been sensitized to disability mainstreaming?	40	60
Are there gender-sensitive toilets?	100	---
Are the following services/structures accessible to employees with disabilities?		
Cafeteria	100	---
Disability parking lots	80	20
Ramps	80	20

4.15 Access to Employment

The study further investigated the effectiveness of government explicit commitment through Section 5 of the National Disability Commission Act which sets 4% employment quota for persons with disabilities. Also, the government promoted tax incentives to businesses that hire someone who has a disability. These policy measures were a way of creating access to job opportunities for persons with disabilities. The effective implementation of the employment quota in public institutions would mean that employees with disabilities would not encounter too many barriers to secure employment at these institutions. Employees were therefore asked about the ease with which they secured the job they were currently employed in and the employment potential of other persons with disabilities who are not yet gainfully employed. The result from Figure 5 shows that 80% of employees indicated that they faced challenges to get employed in jobs that they are currently doing and that those challenges are capable of impeding persons with disabilities from benefiting from the 4% employment quota set aside for them.

When asked whether the challenges they faced to get employed were different from those faced by their non-colleagues with disabilities, all of the respondents 100% affirmed that they faced more difficult barriers in getting employment. The difficulty expressed by employees with disabilities in securing employment is an indication of lapses in implementation. Research by Perry (2008) iterated that the implementation of disability quota employment in South Africa has not been effective because the implicit implication of the policy is that PWDs should skip the merit system of employment and yet adjustments had to be done at the workplace to accommodate them. On the issue of

wage discrimination, all of the employees responded that they received comparable pay and benefits as their non-colleagues with disabilities doing similar jobs. This suggests that although employees with disabilities experience more difficult challenges to get employment, they are however not discriminated against in terms of remuneration.

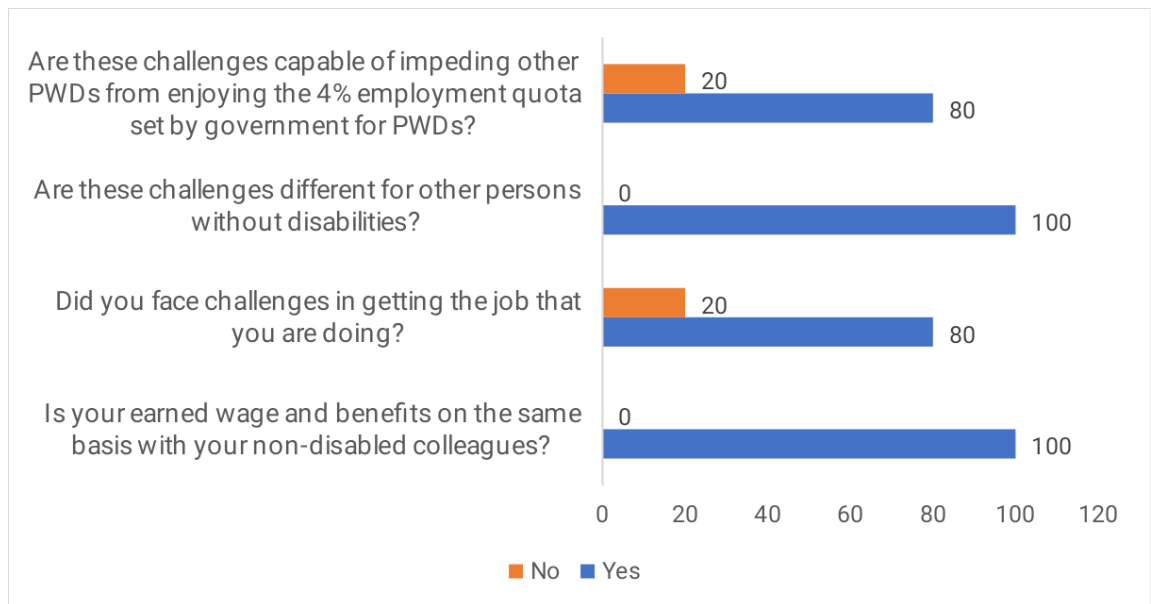


Figure 4.5: Access to employment for employees with disability

With further interactive conversations with persons with disabilities on access to employment, they had this to say.

“Job opportunities are advertised in the newspaper or on the internet but we do not have money to buy papers or access the internet. And you know even if the job is advertised in the newspapers you have to get connections at the ministries to even be shortlisted for interview and since I don’t know people my application is normally rejected. I tried several places but the same thing even though I am qualified to do the job”. (A 30 years old female employee with a physical disability).

The other employee has this to say “Most jobs require some years of experience but we do not normally have the opportunity to be hired to gain experience so our application is normally rejected in many places that we apply. Even this job, I had to be recommended by PWDs organization before I got employed” (A 25-year-old man with physical disability working at the Ministry of Gender).

One female employee complained that she did not feel a sense of responsibility at the workplace since the boss in most instances does not assign tasks to her on the perception that she may not do the job properly. Another employee explained that during the COVID 19, they were the first to be classified as a non-essential worker and sent home even though they know that they can be helpful at the job site.

4.16 Stakeholder's Perspective towards Inclusive Education and Employment Policies

Objective four sought to assess how stakeholders believe and attitude promote or constraint the implementation of inclusive education and employment policies in Liberia. The view of students, principals, and human resource directors and disability people's organizations through key informant interview and interactive discussions. This analysis is necessary because their views which in most cases translates into practices determine the success or failures of inclusive education policies as well as the gaining of meaningful employment for persons with disability.

4.17 Student's perception on inclusive education

Students were asked to give their subjective opinion by agreeing or disagreeing to certain statements concerning their educational experiences with their peers and teachers. Table 4.10 depicts the responses by gender to these statements. The responses indicated that 51% of the students both male and females, agreed that they were concerned about what their non-disability schoolmates or classmates make of their disability status while 34% did not feel that way. The views of female students on this issue were however divided. While 12.8% agreed that they felt worried of what other people thought about their disability status, 10.6% disagreed, meaning, they were not

worried of what people thought of their disability. Over 80% of the respondents disagreed that it is easy to make friends with their non-disability colleagues. According to the response, their non-disability peers think they are different from them as such, are not willing to partner with them in-class activities or in sports. More students 80% disagreed that they feel free to participate in activities outside the classroom.

Majority (above 80%) of the respondents on the other hand agreed that they were free to ask questions or participate in class. 47% of the students were of the perception that teachers think they are a burden to them. On the other hand, 38% disagreed while 15% remained neutral. Additionally, 87% were of the perception that their teachers are supportive of them. However, 12.8% of female students remained neutral on this. This may be that support from teachers may be viewed differently. Majority 94% agreed that their teachers ensure that they are not bullied by non-disabled students. 87% disagreed that they can learn better in special school than under-inclusive learning. 74% also disagreed that education in mainstream school is too difficult while 10% thought contrary and 15% remained neutral.

The main takeaway from this analysis is that students with disabilities do not perceive acceptance and a sense of belonging among their peers under inclusive education learning. The lack of acceptance by non-disabled students could be due to a lack of awareness on disability issues or it may simply be attitudinal issues. On the other hand, students with disabilities may feel isolated because they may not have the skills to socialize with other students as such behave differently. Avcioglu (2016) stated that peer acceptance and relations play a significant role in the development of school-age children. The study further indicated that students who are not accepted by their peers

may carry the scars of rejection and demeaned self-esteem not just during school years but throughout their entire life

Table 4.10: Student’s perception on disability mainstreaming by gender

Areas of measure	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
I feel worried about what other students would say about me.	0.0	2.1	21.3	10.6	6.4	8.5	31.9	12.8	2.1	4.3
Other non –disabled students don’t see me as different from them.	34.0	12.8	17.0	19.2	8.5	4.3	2.1	2.1	0.0	0.0
It is easy to make friends with other non-students with disabilities	17.0	8.5	18.5	21.3	17.0	2.1	7.0	4.3	2.1	2.1
Non-students are willing to partner with me in sports and in class activities	0.0	6.4	36.2	17.0	17.0	8.5	8.5	4.3	0.0	2.1
I don’t feel restricted in engaging in activities with my peers outside the classroom	0.0	0.0	27.7	14.9	6.4	10.6	27.7	12.8	0.0	0.0
I feel free to ask questions or participate in class	0.0	4.3	2.1	6.4	0.0	0.0	55.3	21.3	4.3	6.4
Teachers think that students with disabilities are a burden to teach	0.0	2.1	27.7	8.5	6.4	8.5	27.7	17.0	0.0	2.1
Teachers are patient and supportive of me	0.0	0.0	0.0	0.0	0.0	12.8	61.7	25.5	0.0	0.0
Teacher ensure I am not bullied or mocked in school	0.0	0.0	2.1	0.0	0.0	4.3	55.3	29.8	4.3	4.3
I can learn better in special school than in mainstreaming institution	0.0	8.5	53.2	25.5	2.1	4.3	4.3	0.0	2.1	0.0
Education in mainstream schools is too difficult	0.0	2.1	53.2	19.2	4.3	10.6	4.3	6.4	0.0	0.0

4.18 Principal’s Perception on Implementation of Inclusive Education

The perspectives of principals on inclusive education were examined to understand the extent to which it is implemented in schools. Their level of agreement or disagreement to questions relating to inclusive education practices was weighted on a five-point Likert scale. Principals were asked about the preparedness of their teachers to mainstream disability. Responses to questions as stated in Table 4.11 showed that 80% of principals agreed that their teachers were not prepared to handle the demands of the new curriculum that comes with disability mainstreaming. 80% of the principals also agreed that inclusive education places more demand and increases the workload of teachers. Responses also indicated that 50% of principals think that students with

disabilities should be taught in inclusive education schools while 50% thought that students with disabilities should be taught in specialized schools since it is expensive to modify the physical infrastructure to incorporate them.

More than half (60%) of respondents were of the view that regular teachers should not be tasked with teaching students with special needs. In other words, there should be specialized teachers to teach students with disabilities. On a more positive note, 90% of the respondents think that inclusive education can work in all schools and can be effectively done with training and supervision of teachers. The overall result shows that high school principals tend to have a somehow negative perception of their teachers' engagement with inclusive education. This perception could perhaps be due to lack of resources as well as knowledge, skill, and confidence amongst principals and their staff which creates the perception that teaching students with disabilities is beyond their school's capability and their area of expertise. This finding is in line with Hays, (2009) who reported that educator's negative perception hindered inclusive education practices in Cyprus.

Table 4.11: Principals' perception on teacher's involvement in inclusive education

Areas of measure	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
I think teachers are not prepared to handle the demands of the new curriculum brought by mainstreaming.	10	10	---	60	20
I think disability mainstreaming place more demands on the school and increases the workload of teachers.	---	---	20	60	20
I think students with disabilities should be taught in specialized schools because it is too expensive to modify the physical environment of the school.	10	40	---	40	10
I think regular education teachers should not be tasked with teaching children with special needs.	---	40	---	40	20
I think disability mainstreaming can work in all schools.	---	10	---	70	20
With training and supervision, mainstreaming disability will be effective.	---	---	---	50	50

In a follow-up conversation with principals as to their thoughts about the benefits of inclusive education for students with disabilities, these were the responses below.

Inclusive education is very beneficial for students with disabilities as it helps them to get confidence to socialize with their colleagues who are not disabled. We think it must be implemented in all schools but the government should allocate resources for it. (A principal from one of the schools)

Although students with disabilities are difficult to deal with, some of them are very bright students, letting them learn with their friends who are not disabled will help to excel. The only problem is that most times they come from poor homes and even the

bright ones end up dropping from school because they cannot afford the little requirements. (A middle age principal at one of the schools)

4.19 Perception of Officers in Charge of HR on the Implementation of Inclusive Employment Policy

The perception of specific role holders such as officers in charge of HR could provide a clearer picture of issues that might come into play at these ministries in the employment of persons with disabilities. The study, therefore, identified factors that influence employers' perspective by including a series of statements to which HR directors ranked their level of agreement or disagreement.

The result from Table 4.12 showed that about 70% of HR officials were in agreement that employees with disabilities were most likely to be absent from work. About 50% of the respondents did not perceive persons with disabilities as less productive than their colleagues without disabilities. On the other hand, 30% think that persons with disabilities are less productive compared to their non-disabled peers while 20% of the respondents remained neutral. The existing literature narrative on the productivity and efficiency of employees with disabilities shows dissenting views. A study by Kulkarni & Kote, (2014) stated that managers believed that persons with disabilities cannot perform the basic functions of the jobs they applied for. Similarly, Kosny et al., (2013) indicated that managers were concerned that persons with disabilities would not have the requisite skills or be productive as able-bodied persons and that supervisors would not be comfortable with supervising them or evaluating their work. On the positive side, Gröschl (2013) indicated that many types of disabilities have no negative impact on the ability and productivity of employees with disabilities.

On workplace adjustment, about 50% of the respondents agreed that employers need to do some modification in the physical environment and work schedule to accommodate PWDs. On the other hand, 40% of the respondents disagreed while 10% remained neutral on the topic. Kosny et al., (2013) however stated that workplace adjustment to accommodate persons with disabilities is one of deterring factors of employability for PWDs. Majority (70%) of the HR directors believed that persons with disabilities should not be given the same roles as their abled body peers. Another 60% believed that persons with disabilities require more training and supervision than their comparable co-workers. The reason for this according to one HR director is that persons with disabilities especially those who are physically challenged are not as fast as their non-disabled co-workers.

With regards to reliability and dedication to work, 50% of respondents thought that persons with disabilities are dedicated and reliable workers while 30% did not support this view. Kaye et al., (2011) study of disability employment stated that employers indicated that persons with disabilities were less dedicated and undependable since they are most often late or absent from work. On the issue of cordial working relationships with co-workers, 50% of HR officials perceived that PWDs do not get along well with other workers. More respondents, 80% of affirm their agreement that the employee turnover rate is less among PWDs. This is perhaps getting another job opportunity may be very difficult so they rather stay in their present job even if there may be other opportunities out there. With regards to qualification for the job, 80% of the respondents agreed that PWDs may not have job qualifications and experience as their abled body colleagues. The HR officials indicated during the interview that one of the

major challenges hampering the employment of PWDs is the lack of qualification for the job market. On the overall, the perception of officers in charge of HR on the implementation of inclusive employment policy in the work place is consistent with several negative stereotypes in empirical literature.

Table 4.12: Perception of Officers in charge of HR on the implementation of inclusive employment policy

Areas of measure	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly agree %
Employees with disabilities are more likely to be absent from work due to their disability.	--	10	20	10	60
PWDs are less productive than their non-disability peers.	30	20	20	30	--
Hiring PWDs will require lot of adjustments in work schedule, practice and environment.	20	20	10	10	40
Employees with disabilities should be given the same roles and responsibilities as their non-disability peers.	60	20	--	10	10
Employees with disabilities require more training and supervision than their non-disabled co-workers.	50	10	20	10	10
Employees with disabilities are more reliable and dedicated to their job.	20	10	10	30	20
Employees with disabilities get along well with their co-workers.	20	40	20	20	--
The employee turnover rate is less among PWDs compared to their peers with similar qualifications.	10	--	10	60	20
Most PWDs may not have qualifications for the job and workplace experience.	10	10	---	40	20

Further inquiry was made on the implementation of the 4% employment quota set aside by the government for person with disabilities, budgetary allocation for the

implementation of inclusive employment activities such as training and the monitoring of the implementation of employment quota at various ministries. The responses are stated below.

To the best of my knowledge, I don't think and public ministries or agencies are implementing the 4% employment quota, besides there is no budget to implement the activities in the inclusive employment policy such as training. (HR director at one of the ministries)

Yes, we know of this policy, but you know when these pronouncements are made, there is no follow up mechanism to ensure that these policies are implemented. The people who are appointed to head these Ministries do not implement the policy and they are not held accountable for it. (HR director at the Ministry of Labor)

These pronouncements are just made and the policy is just on paper but it is not working, there is no system put in place to ensure that this takes effect, so people only persons with disabilities talk about it but they do not have the implementing power. More besides, there is no political will in terms of budget allocation to ensure that the action plan and activities are implemented. (Head of a disabled person's organization)

4.20 Factors contributing to gaps in implementing inclusive education and employment policies

During the key informant interview with principals, the study made further enquiry to ascertain if there are any gaps and what were the contributing factors. Below are some of the issues that were lifted from the interactive discussions.

- ❖ Class size is too large for teachers to cater to the needs of all learners.
- ❖ Lack of systems for continued teacher professional development in disability pedagogy
- ❖ Teachers are not adequately trained in inclusive education to support students with special educational needs
- ❖ Lack of institutional and teaching support materials such as braille transcripts and other assistive devices

- ❖ Teachers' difficulties in using the same assessment standards for learners with disabilities as their non- person's disabilities peers
- ❖ The curriculum is inflexible as such prevents it from meeting students' diverse needs
- ❖ Lack of financial support to implement disability mainstreaming activities
- ❖ Lack of coordination between high schools and other ancillary staff (speech therapy, physiotherapy).
- ❖ No support for students with disabilities who are most often from poor background.
- ❖ Negative attitudes towards disability.

HR directors indicated that the following factors contributing to gaps in implementing the inclusive employment policies for persons with disabilities.

- ❖ Lack of budget to modification to accommodate person with disabilities
- ❖ Lack of requisite qualification for the job
- ❖ Lack of coordination among other stakeholders
- ❖ Perception of low productivity among persons with disabilities

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusion and policy recommendations. It also provides highlights of study contribution and areas for further research.

5.2 Summary of the main findings

Disability has been inextricably linked with lack of education, unemployment and poverty. As such, the governments of Liberia have implemented inclusive education and employment disability policies to enhance accessibility and inclusivity. Persons with disabilities are however not accessing these institutions. The overarching objective of this study was therefore to assess the implementation status of inclusive education and employment policies for persons with disabilities in selected public institutions in Liberia. Using primary data from a sample size of 106 disability stakeholders. Respondents included students with and employees with disabilities, principals, officers in charge of human resource, and representatives from persons with disabilities organizations. Data collection was done through face-to-face interviews using an electronic data collection instrument. Questions included yes, no, open-ended and Likert scale. The summary of findings is presented below according to by respondents' characteristics and specific objectives.

5.2.1 Respondent's Characteristics

Analysis of respondent's characteristics indicated that 61% of students suffered from physical disability. Disaggregation by gender indicated that this figure comprised of 42.6% and 19.2% females. Visual impairment was the second-highest disability experienced by students, with males making up 14.9% and females 6.4%. The result

also showed that only females suffered from hearing and mental disabilities while both groups constituted equal numbers in terms of speech and multiple disabilities. The gender age and grade analysis showed although majority of male and female students were on average 14 years old in grade four, the age-grade gap was more pronounced for females. The profile of employees with disability showed that all of the male 60% suffered physical disabilities while 20% of females suffered physically disabled and 20% sight impairment. Their educational attainment showed that 20% had obtained a certificate while 40% of males and 40% of females had a diploma. All of the principals interviewed were males of which 40% had attained first degree while 60% had post-graduate degrees. For HR officers, 50% were males and 50% females. Like the principals, both male and female HR directors had university degrees and some years of experience serving in their positions.

5.2.2 Assessing the Extent to Which Public High Schools Have Integrated Accessibility for Students with Disabilities

This first objective was answered by investigating student's access to information and understanding of inclusive education policies, access to physical infrastructure, access to supportive devices, educational materials, and facilities as well as access to extracurricular activities. This objective is crucial because accessibility is a prerequisite for the inclusion of people with disabilities in all aspects of economic, social, and cultural life. Assessment of students' awareness and understanding of inclusive education policies indicated although most school principals claim to have inclusive education policies, it did not seem to be invisible as the majority of students 77% responded that they were neither aware of the policy neither its provision for them nor

their entitlements. A moderate number of schools had good lighting facilities. However, majority of the schools with stairs did not have ramps to provide easy access to students using wheelchairs. Which also resulted in a greater no response of no special setting arrangements for students using wheelchairs. Majority of the students indicated that they had equal access to the school library, cafeteria, playground and laboratories as their non-disabled peers. However, teaching aids such as braille and audio were neither provided nor sign language interpretation was made available for those with hearing deficiency.

Moreover, findings showed that students with disabilities did not have the privilege to participate in extra curriculum activities that are adapted to their situation. Activities such as blind soccer, wheelchair basketball, and kickball were not available. The lack of outside classroom activities for students with disabilities implies that their lives only revolve around academic activities. An extensive body of literature has shown that high school student's participation in extra curriculum activities helps them develop socio-behavioral skills such as teamwork, peer-to-peer interaction, independence, eagerness to learn, and an opportunity to explore new activities that will unlock one's passion (Alhadeff, 2019).

The study findings showed a high affirmative response by principals that they were in conformity with the Ministry of Education policy on inclusive education and other international protocol on removing barriers confronting students with disabilities in their learning environment. Yet, the analysis demonstrated that no significant steps were taken to ensure access as analysis revealed that only 10% of schools had laid out procedures for admitting students with disabilities.

5.2.3 Gender and Accessibility in Inclusive Education for Students with Disabilities

Objective two assessed the degree to which public high schools are integrating gender in accessibility. Disability is not gender neutral, thus the assessment of how gender is incorporated in inclusive high school education could provide information for the design and implantation of gender-sensitive disability inclusive disability policies,

Findings on students' knowledge and sensitization on inclusive education policy showed that males were more sensitized and informed than their female counterparts.

Gendered responses with regards to physical/environmental accessibility showed that there were separate toilets available for male and female students. However, 2% of female students indicated that their school did not have gender sensitive toilets. About 85% of students indicated non-accessibility of water to use in these toilets. The lack of water to enhance sanitary hygiene is especially troubling for female students who may need water system to dispose of their sanitary pads. Analysis showed that majority of the doorway entrances and corridors were free from hazards.

Gender analysis of student's satisfaction with teaching, learning activities, and resources revealed that most of the students 78% were not satisfied with sign language interpretation and other school activities provided students. With regards to teacher's concern for students with disabilities compared to their non-disable peers, 42.6% of male students rated it as satisfactory while only 4.3% of female's concord with it; meaning, the vast majority of female students, 21% were of the opinion that it was unsatisfactory. More than half, 60% of all students were satisfied with learning methods and techniques. They were nonetheless dissatisfied with the learning resources provided for them and how sign language was being interpreted. Further gender analysis noted

that although students with disabilities faced several challenges, more females 30.7 compared to males 22.5 cited lack of acceptance from their fellow non-student's disabilities as the most prominent barrier that they face. More females cited difficulty with transportation, financial difficulties at home and learning environment is not disability friendly than their male counterparts.

5.2.4 Assessing the Extent to Which Government Policy on Inclusive Employment of Persons with Disability Has Been Implemented in Public Institutions

This third objective was geared to understand how well the policy on inclusive employment and the 4% quota set aside by government to ensure job access for persons with disabilities is been implemented.

Analysis to ascertain access to information by employees with disabilities showed that they were knowledgeable about government inclusive employment policy and the disability employment quota set aside but they were however not sensitized on activities leading to implementation by their institutions. Implying that, they may have acquired the knowledge through other means. All of the respondents indicated that their institutions had provisions for disability parking lots and ramps as well as gender-sensitive washrooms. The cafeteria was also accessible to persons with disabilities. The availability and accessibility of these structures by persons with disabilities is an indication that institutions have to some extent endeavored to remove environmental barriers.

Findings from the study indicated that more than half of the institutions surveyed have inclusive employment policies as a framework to ensure employment access for persons with disabilities. However, they did not have committee/focal person to monitor the

implementation of the policy nor a specific budget line for implementation. Moreover, their Ministries were not living up to the implementation of the 4% employment quota set aside by the government to enhance employment opportunities for persons with disabilities. The result is consistent with Jolley et al., (2018) which indicated a lack of budgetary allocation and commitment to disability mainstreaming activities.

Responses from employees with disabilities with particular focus on the government's commitment of 4% employment quota set aside for them, indicated that commitment made by government is just on paper but does not work in reality. They stated that it is very difficult for them to access employment even when they were qualified for the job. Lack of information on job opportunities, proper specification of physical demands for the job, employers' perception, discrimination during job interviews and job experience required by most employment institutions were among several challenges that persons with disabilities experience in their job search. Moreover, transporting themselves to and from work are among key constraints that they are faced with at the workplace. These challenges they iterated are capable of impeding the chances of other persons with disabilities benefiting from the 4% disability employment quota. It was however noted that once employees with disability succeeded in getting the job, they were treated on the same bases as their able-bodied colleagues with similar qualifications in terms of salary and other benefits.

5.2.5 Stakeholder Perspective on the Implementation of Inclusive Education and Employment policies

Objective four sought to assess how stakeholders believe and attitude may promote or hinder the implementation of inclusive education and employment for persons with disabilities. This analysis is necessary because the implementation or non-implementation, success, and failure of these policies heavily relies on the perception of (students with employees with disabilities, principals and human resource directors). This objective was answered by teasing out respondents' perceptions by asking them to rate their subjective opinion on statements related to disability inclusivity.

From the perspective of the students with disabilities, gender analysis showed that more males 32% compared to females 13% were concerned about how their colleagues felt about their disability. Within females themselves, 13% expressed concern while 11% were not concerned about what their non-disabled friends thought about their disability. Almost all students interviewed indicated that it was difficult to make friends with non-students with disabilities or classmates. The feeling of non-acceptance may lead to withdrawal and self-exclusion of students with disabilities from the inclusive education program which may eventually defeat the objective of inclusion and disability mainstreaming in high schools (Odluyurt & Batu, 2010). The positive side of this is that students with disabilities perceive the sense of support from their teachers which gives them the courage to participate in class. Moreover, they also believe that learning in inclusive school with their non-colleagues with disability is much preferable than being in special school.

From the principal's perspective, majority of them believed that inclusive education provides potential benefits for students with disabilities. They were however of the opinion that their teachers were not well prepared to handle the curriculums of inclusive education with aims at integrating students with disabilities in the normal education system. More besides, principals believed that it is too costly to modify existing school infrastructure to accommodate students with special needs; and that it may also require other instructional resources and teacher's time. Principals were also of the view that there were smart students with disabilities who have the ability to do better under inclusive education. They however complained of challenges faced in implementing inclusive education such as; deferment in school fees and other requirements, low enrollment, and a high rate of absenteeism.

On the employment side, employees with disabilities were of the perception that the recruitment and hiring process at public institutions is fraught with subjective decision-making about their capability and competence for the job. For their part, majority of the officers in charge of human resource were of the perception that persons with disability did not have the same physique like their non- colleagues with disabilities. Therefore, they should not be given the same roles or job specifications. Their perspective on job competency was that PWDs did not have the requisite qualification and job experience as such they may require more training and supervision than their comparable co-workers. HR officials however stated that job commitment and perseverance were important attributes that they believed persons with disabilities exhibit in the work place.

Several factors were given by respondents as contributing factors to gaps in the implementation of inclusive education and employment; These include: lack of teacher training in disability pedagogy, unavailability of training materials for teachers and students, lack of practical guidance and training, inflexibility of the curriculum, lack of financial support to implement activities, lack of financial support for students with disabilities, and negative attitudes of none disabled students towards students with disability. In public employment institutions, lack of budgetary allocation and financial support to implement activities in disability mainstreaming. lack of coordination between agencies, lack of workplace accommodations and perception of employers were also contributing factors to gaps. It was also stated by HR officials that the unavailability of qualified persons with disabilities to apply for job positions were the main reason for their unemployment.

5.3 Conclusion

This study provides several important results from which conclusions can be drawn.

5.3.1 Characteristics of Respondents

The study established that physical disability was the most prevalent form of disability suffered by 61.8% of students, with more males suffering this form of disability than females. Visual impairment, was the second-highest disability and that, only females suffered from hearing and mental disabilities while both groups constituted equal numbers in terms of speech and multiple disabilities. The age-grade gap indicated that most of the students with disabilities were overaged students with this phenomenon more prevalent among females. This finding suggests the need for creating a physical accessibility that that is gender sensitive. The study also found the dominance of male

principals in all schools interviewed. Moreover, both male and female employees mostly suffered from physical disabilities and that they have low educational attainment.

5.3.2 Gender and Accessibility in Inclusive Education for Students with Disabilities

The study established gender differences among students with disabilities in access to information. More male students were knowledgeable and sensitized on inclusive education policy than their female counterparts. Majority of the schools lacked policies and procedures for admission students with disabilities which also constrained access to enrollment. The study noted student's limited access to physical structure, teaching aid and materials. Students also lacked access to extra curriculum activities. Students however had access to school library, cafeteria, playground and laboratories. Findings showed student's access to gender differentiated toilets but no access to water for usage in these toilets thus posing challenges for especially female students. More females compared to males cited lack of acceptance from their non-disabled colleagues and lack of access to transportation to school as major challenges.

5.3.3 Access to Employment for Persons with Disabilities

Much had been done at public employment institutions in ensuring workplace accessibility for PWDs; however, the 4% employment quota set aside by the government to ensure that PWDs are integrated into the job market is not adhered to by government institutions. More importantly, the study found out that persons with disabilities in employment are also not discriminated against in terms of salary and other benefits.

5.3.4 Stakeholder Perception on the Implementation of Inclusive Education and Employment Policies in Public Institutions

From the assessment of stakeholder's perception, it can be concluded that students with disability perceive that they can learn better with disability mainstreaming under inclusive education. They perceive a sense of support from their teachers but however think that they are viewed differently by their peers which creates a sense of isolation and lack of belonging, thus putting a strain on inclusive education. Furthermore, principals perceive that inclusive education has potential benefits for students with disabilities; nevertheless, they thought that teachers were not well prepared to deal with the additional responsibility of inclusive education.

Additionally, employees with disabilities believed that employers have negative perspective about their qualification and competence which serves as a barrier to their employability. On the other hand, job commitment by PWDs was an important perception held by HR officials; however, perceived incompetence, lack of experience and qualification may outweigh the good quality. Overall, the perception from educators, fellow students and employers can reinforce barriers to mainstreaming disability in public high schools and employment institutions.

The study established that there are gaps in the implementation of inclusive education and employment policies in public high schools and employment institutions. Lack of budgetary allocation for implementation of inclusive education and employment policies, lack of coordination among various implementing agencies and stakeholder perception were common factors contributing to the gap. Lack of teacher training in disability pedagogy, unavailability of training materials for teachers and students,

inflexibility of the curriculum, and lack of financial support for students with disabilities which results in constant deferment of fees and high dropout rate are factors specific to high schools while lack of qualified PWDs to match the job requirement contributed to gaps in disability mainstreaming in public employment institution.

5.4 Recommendations

The findings from this study have several policy implications for the successful implementation of inclusive education and employment policies.

5.4.1 Gender and Accessibility

To enhance accessibility in public high schools and employment institutions, the study recommends the following:

The Ministry of Education should provide financial and other support to incentivize girls with disability who are over age for their grade level to stay in school and complete.

The Ministry of Gender, Children and Social Protection (MGCSP) and the Gender division of the Ministry of Education should ensure that public schools should have a gender and disability sensitive policy and action plan.

MoE should provide funding for schools to add ramps to elevated buildings to provide accessibility for students using wheel chairs. For buildings that are a bit complex to modify, MoE should build new structures or extensions that can be added to existing buildings. Principals should make water available in toilets to enhance sanitation and menstrual hygiene for girls.

Both students and employees with disabilities indicated facing constraints with regards to transportation, we, therefore, suggest that the MoE and officers in charge of HR

should provide buses to transport students to school and employees to work. Moreover, government should provide financial assistance especially for high school girls with disabilities.

5.4.2 Stakeholder perception of disability mainstreaming

To enhance behavioral change and acceptance of students with disabled by their non-disability peers and the negative attitude of employers towards the capability of employees with disabilities; there should be massive public awareness and sensitization on inclusive disability public schools and employment institutions. This can be done by principals in their respective schools, through the sensitization of PTA, promote the formation of students with disability organizations and the inclusion of extra-curricular activities for students with disabilities in their school's activity schedule.

At employment institution, the National Commission on Disability led by MGCSP can create awareness and sensitization on inclusive policies for HR officers, employees with disability and abled bodied workers through workshops, training, radio talk shows, flyers and posters of disability awareness messages to be placed in public high schools and all government agencies.

5.4.3 Factors Contributing to Gaps in Implementing Inclusive Education and Employment Policies in Public Institutions

The government has made several policy commitments to ensure the inclusion of PWDs in development: hence the government through the ministry of Finance and Development Planning should make budgetary allocation to enhance the implementation of programs and activities of inclusive education and employment in public institutions.

The DPOs can also engage the government and relevant stakeholders to ensure that the government 4% employment quota set aside for PWDs is implemented. Also, PWDs in high-end jobs, managerial and technical positions can showcase their capabilities to reduce prejudice.

5.5 Contribution of the Study to Knowledge

Creating access to education and employment for persons with disabilities is largely considered as critical to achieving inclusive growth and development. This study contributes to the body of knowledge on disability studies by providing empirical evidence on the implementation status of inclusive education and employment status and inclusion in selected public institutions. Findings from this study provide vital information towards the design and better implementation of disability mainstreaming policies.

5.6 Suggestions for Further Research

The study suggests that a further study should be undertaken to investigate the perception of students without disability as well as parents on disability mainstreaming by extension inclusive education. Further analysis could include assessing the perspective of private sector employers on the employment of persons with disability in their institutions.

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APPENDICES**Appendix A: Letter of Introduction**

EDWINA COLLINS

REG. NO C50F/CTY/PT/26004/2018

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY, GENDER AND DEVELOPMENT STUDIES

KENYATTA UNIVERSITY

P.O BOX 43844-00100

NAIROBI

Dear Sir/Madam

RE: RESEARCH THESIS

I am Edwina Collins student at Kenyatta University perusing a master's degree in Sociology, Gender, and Development Studies. I am researching on the EVALUATION OF DISABILITY MAINSTREAMING STATUS IN SELECTED PUBLIC HIGH SCHOOLS AND EMPLOYMENT INSTITUTIONS IN LIBERIA.

The findings from this research are expected to be imperative to policymakers to help strengthen disability mainstreaming both in public and private institutions. This study can also be used as a tool to enables stakeholder's craft robust policies and redress gaps between policy formulation and implementations. I kindly request you to be part of this study by honestly responding to the questions to your utmost knowledge. Confidentiality will highly be upheld throughout this research process.

Best regards,

Edwina Collins.

Appendix B: Questionnaires for Students with Disabilities

Questionnaire will be read to students who are visual impaired or given to someone who has trust connection with the respondent.

Section A: Questionnaire for Students with Disabilities

Questionnaire will be read to students who are visual impaired or given to someone who has trust connection with the respondent.

Background Information

Name of the school attending presently -----

location of the school -----

Sex of respondent: Male () Female ()

Grade -----

Age-----

Type of disability

Thick

Physical disability	<input type="checkbox"/>
Hearing disability	<input type="checkbox"/>
Visual disability	<input type="checkbox"/>
Mental disability	<input type="checkbox"/>
Speech disability	<input type="checkbox"/>
Multiple disability	<input type="checkbox"/>

Disability Mainstreaming Strategies

Thick

		Yes	No
	<i>Removing organizational barriers</i>		
7	Are you aware of Ministry of Education disability mainstreaming policy		
8	Do you know of its provisions to students?		
9	Are you aware of your entitlements?		

10	Have you been sensitized on disability mainstreaming?		
	<i>Removing physical/environmental barriers</i>		
11	Are there stairs/stairs or high pavement in the building		
12	Are there ramps for students who use wheelchair?		
13	Are there improved lighting in buildings?		
14	Are corridors free from hazards or materials that could hurt people		
15	Are there gender-appropriate toilets available?		
16	Are the door entrances/doorway wide?		
17	Are there special seating arrangements or paired wheelchair spaces?		
18	Are doors easy to open?		
	<i>Removing barriers to access information and educational material:</i>		
19	Are there sign language interpreters for learning and other school activities?		
20	Are other educational materials made available in alternate formats such as Braille, audio		
21	Are these facilities accessible to students with disabilities?		
	Library		
	Laboratories		
	Cafeteria		
	Playgrounds		
	water and sanitation		

22) Are there other services that should be provided to you that are not provided? if yes please list -----

23) To what extent do you understand the following?

Please tick the most appropriate option using the guide provided

0 = Not at all, 1 = To a small extent, 2 = To some extent, 3 = To a moderate extent, 4 = To a great extent, 5 = To a very great extent

Understanding of disability mainstreaming	0	1	2	3	4	5
---	---	---	---	---	---	---

a	Disability mainstreaming and inclusive education						
b	Its provision for students with disabilities						
c	Your entitlements as a disabled student						
d	Sensitization on disability mainstreaming						

24) To what extent are you satisfied with the following?

A-Satisfactory, B-Above average, C- Average D-Below average

		A	B	C	D
a	Sign language interpretation for learning and other school activities.				
b	Treatment and concern from teachers compared to the other students without disabilities.				
c	Learning method and techniques.				
	Learning aid devices and other resources provided by the school.				

25) What challenges do students with disabilities face in this school? If any kindly list

Student with Disabilities’ Perception on Disability Mainstreaming in Public High Schools

26) To what extent do you agree with the following? Please tick the most appropriate option using the scale provided

1- Strongly disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5 – Strongly agree

Attitudes and Social Barriers		1	2	3	4	5
	I feel worried about what other students would say about me.					
	Other non-disabled students don't see me different from them.					
	It is easy to make friends with other non-disabled students.					
	Non-disabled students are willing to partner with me in sports and in class activities.					
	I don't feel restricted in engaging in activities with my peers outside the classroom.					

I feel free to ask questions or participate in class.					
Teachers think that students with disabilities are a burden to teach.					
Teachers are patient and supportive of me.					
Teacher ensure I am not bullied or mocked in school.					
I can learn better in special school than mainstreaming institution.					
Education in mainstream schools are too difficult.					

Section B: Questionnaire for School Principals

Background Information

Name of School-----

Location of School-----

Sex of respondent: Male () Female ()

Level of education attained-----

Disability Mainstreaming Strategies in Public High Schools

Do you have students with disabilities in your School? Yes () No ()

If yes, indicate the number for each of the following category

		Male	Female
a	Physical disability		
b	Hearing disability		
c	Visual disability		
d	Mental disability		
e	Speech disability		
f	Multiple disabilities		

Are you aware of the existence of the Ministry of Education policy on disability mainstreaming? Yes () No ()

Does the School have a disability mainstreaming policy? Yes () No () Not sure ()

If yes, what disability components are mainstreamed in your school plans?

Have teachers received training on disability mainstreaming in your school?

Yes () No ()

To what extend do you agree? Please tick where applicable using the scale provided

1- Strongly disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5 – Strongly agree

	1	2	3	4	5
The school is in conformity with the requirements of the Ministry of Education Inclusive Policy (2018)					
The school complies with the requirements of Ministry Education Free and Compulsory education policy					
The school complies with Ministry of Education getting to best education plan					
The school complies with requirements of the United Nations Convention on the Rights of Persons with disabilities					
The school complies with the requirements of the UN Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993)					

10) Do you sensitize students on disability mainstreaming issues? Yes () No ()

11) Is there a procedure for admitting student with disabilities in your School? Yes () No ()

If yes, kindly explain briefly -----

12) Are the following assistive devises /items/ services provided for students with disabilities? Please tick where applicable

Yes	No
Hearing aids	-----
Walking canes	-----
Wheel chair	-----
Transport	-----

Others Specify -----

13) Do students with disabilities participate in the following extra curriculum school activities?

(Please tick where applicable)

	Yes	No
Blind soccer	-----	-----
Wheelchair basketball	-----	-----
Swimming	-----	-----
Kick ball	-----	-----
Sitting volley ball	-----	-----

14) Are the following activities in places to enable regular interaction with students with disabilities? (Please tick where applicable)

	Yes	No
Association for student’s disabilities	-----	-----
Clubs for students with disabilities	-----	-----
Students representatives	-----	-----
Disability awareness day	-----	-----

Others (Specify)-----

15) Kindly rate the average academic performance of students with disabilities?

Poor 2) fare 3) Average 4) Above average 5) Excellent

16) Does the school have affirmative action for students with disabilities? Yes/ No

17) To what extent do you agree with the below-listed challenges? Please tick where applicable using the scale provided

Strongly disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5 – Strongly agree

		1	2	3	4	5
a	We face constant deferment by students with disabilities on other school requirements fees.					
b	Disciplinary issues among students with disabilities are high.					
c	The enrolment rate for students with disabilities is low.					
d	Student with disabilities are discriminated against.					
e	The environment is not disability-friendly.					

f	More absenteeism among students with disabilities than their non-disabled peers.					
---	--	--	--	--	--	--

Please specify other challenges not listed

Principal’s Perception on Disability Mainstreaming in Public High Schools

19) Please tick in the box that best that represents your perceptions on disability mainstreaming using the scale provided.

Strongly disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5 – Strongly agree

Perception	1	2	3	4	5
I think teachers are not prepared to handle the demands of the new curriculum brought by mainstreaming					
I think disability mainstreaming place more demand on the school and increases the workload of teachers.					
I think students with disabilities should be taught in specialized schools because it is too expensive to modify the physical environment of the school.					
Students who require specialized academic support are demanding and require greater attention.					
Students who require specialized academic support are less capable intellectually than their non-disabled peers.					
Students who require specialized academic support will slow down the flow of normal lessons.					
Students with disability are more difficult to discipline than their non-disabled peers.					
Students with disabilities are more likely to drop-out from school.					
I think regular education teachers should not be tasked with teaching children with special needs.					
I think that disability mainstreaming can work in all schools.					
Including learners with barriers provide them the opportunity to socialize with their non-disabled peers.					
I think disability mainstreaming provides academic support, confidence and emotional security to students with special needs.					
With training and supervision, mainstreaming disability will be effective.					
The needs of children with different disabilities needs to be tailored to different learning environment.					

Factors Contributing to Gaps in Disability Mainstreaming in High Schools

20) Please use the scale below to indicate the extent the statements below contributed to gaps in mainstreaming disability in your school

0 = Not at all 1 = To a small extent 2 = To some extent 3 = To a moderate extent 4 = To a great extent 5 = To a very great extent

Gaps in disability mainstreaming	1	2	3	4	5
Teachers are not adequately trained in inclusive education to support students with special educational needs.					
Lack of institutional and teaching support materials such as braille transcripts, and other assistive devices and technologies.					
The curriculum is inflexible as such prevents it from meeting student's diverse needs.					
Lack of financial support to implement disability mainstreaming activities.					
Lack of technical support and specialists to cater to students with special needs.					
Lack of coordination between high schools and other ancillary staff (speech therapy, physiotherapy etc.)					
Limited awareness of disability mainstreaming policies by both teachers and students.					
Lack of systems for continued teacher professional development in disability mainstreaming pedagogy.					
Limited knowledge of subject matter content among special education teachers					
The learning environment does not support disability mainstreaming.					
Class size is too large for teachers to cater for the needs of all learners					
Teachers' difficulties in using the same assessment standards for learners with disabilities as their non-disabled peers.					
Difficulty in exhausting the curriculum due to the slow pace of teaching to accommodate learners with disabilities.					
No support for students with disabilities who are most often from poor background.					
Negative attitudes towards disability.					

21) Please state other factors not listed above that have contributed to the gaps in disability mainstreaming policies in your school.

22) What aspects of policy implementation do you think your school could have done differently and Why?

23) What type of support do your school need for more effective implementation?

Section C: Questionnaire for Employees with Disabilities

Background information

Name of Employee -----

Name of Ministry -----

Sex of respondent: Male () Female ()

Type of Disability-----

Level of educational attainment-----

Diploma (), Undergraduate (), Masters (), Others ()

Please specify-----

Length of time working with this Ministry

Less than 5 years (), 2) 6-10 years (), 3) 11-15 years (), 4) 16-20 years (),
 5) 21-25 years (), 6) 25 years and above ()

Disability Mainstreaming Strategies in Public Employment Institutions

Are you aware of the national disability mainstreaming policy on employment for PWDs? No() Yes ()Not Sure ()

If yes , are you aware of its provisions for PWDs Yes () No ()

Have you been sensitized on disability mainstreaming Yes () No ()

Does the Ministry provide services for employees with disability? Yes () No ()

If yes, list services provided

To what extent are you satisfied with services offered to employees with disabilities?
 (Please tick where applicable)

1-Satisfactory (), 2-above average (), 3- average (), 4- below average ()

Do you have the following facilities /structures accessible to employees with disabilities?

(Please tick where applicable)

1-Cafeteria () 2-parking () 3-wash rooms () 4-lift () 5-ramps () 6-hall ()

Did you face challenges in getting the job that you are doing now? Yes () No ()

If yes, kindly list the challenges below

How are these challenges different for non-disabled persons?

15) Are these challenges capable of impeding the chances of other PWDs from entering labor force and benefiting for the 4% employment quota? Yes () NO ()

16) Is your earned wages and other benefits entitled to you on the same basis with your non-disabled colleagues? Yes () No ()

17) Do think there is still more to be done to incorporate PWDs in the Labor force?

Yes () No ()

Section D: Questionnaire for Officers in Charge of Human Resources

Background information

Name of Employee -----

Name of Ministry -----

Sex of respondent: Male () Female ()

Type of Disability-----

Level of educational attainment

1-Diploma (), 2- Undergraduate () 3- Masters ()

4-Others (Please specify)-----

Length of time working at this Ministry in that position

Less than 5 years (), 2) 6-10 years (), 3) 11-15 years (), 4) 16-20 years (),

5) 21-25 years (), 6) 25 years and above ()

7) Do you have employees with disability in your ministry?

If yes indicate the number of males and females. Male -----Female -----

Does the Ministry have a disability mainstreaming policy? Yes () No () Not sure ()

If yes, what disability components are mainstreamed in your ministry plans?

To what extent have the listed components been implemented? Please use the scale below to indicate the extent of implementation.

0 = Not at all, 1 = To a small extent 2 = To some extent 3 = To a moderate extent,

4 = To a great extent 5 = To a very great extent

Does the ministry have a specific budget line for implementation of disability mainstreaming policies?

Is there an existing disability mainstreaming committee or focal person to monitoring the implementation of disability mainstreaming policies? Yes () No()

To what extent is implementation of disability programs and activities monitored? Please use the scale below to indicate the extent of monitoring.

0 = Not at all 1 = To a small extent 2 = To some extent 3 = To a moderate extent
4 = To a great extent 5 = To a very great extent

Is this Ministry in conformity with the 4 % employment quota for persons with disabilities?

Yes () No ()

What are the gaps and challenges in mainstreaming disability at your ministry?

Employer’s perception of Disability Mainstreaming

Briefly explain your experience in working with persons with disabilities?

Please tick the most appropriate option using the guide provided

1- Strongly disagree, 2- Disagree, 3- Neutral, 4 – Agree, 5 – Strongly agree

Perception	1	2	3	4	5
Employees with disability are more likely to be absent from work due to their disability.					
Person with disabilities are less productive than their non-disabled peers.					
Hiring persons with disabilities will require lot of adjustment in work schedule, practice and environment.					
Employees with disabilities should be given the same roles and responsibilities as their non-disabled peers.					
Employees with disabilities require more training and supervision than their non-disabled coworkers.					
Employees with disability are reliable and dedicated to their job.					
Employees with disability get along well with co-workers					
The employee turnover rate is less among persons with disability compared to their peers with similar qualifications					
Most people with disability may not have qualification for the job and work place experience					

Section E: For Ministry of Commerce Only

Name of respondent -----

Sex of respondent: Male () Female ()

Level of educational attainment

1-Diploma (), 2- Undergraduate () 3- Masters ()

4-Others (Please specify)-----

Length of time working at this Ministry

Less than 5 years (), 2) 6-10 years (), 3) 11-15 years (), 4) 16-20 years (),
5) 21-25 years (), 6) 25 years and above ()

5) Is the commerce Ministry adhering to the tax incentives quota, to businesses who hire PWDs?

Yes () No ()

What are the successes of implementing this policy?

What are the challenges in implementing this policy?

What could be done to improve on the challenges?

Section F: Interview schedule for Representatives from Disabled Peoples Organizations

Background information

Name of DPOs -----

Name of DPOs representative(s)-----

Sex of respondent: Male () Female ()

Level of educational attainment

1-Diploma (), 2- Undergraduate () 3- Masters ()

4-Others (Please specify)-----

Are you aware of existing policy for Disability mainstreaming? Yes ()No ()

If yes kindly list -----

Are you aware of its provisions for persons with disabilities in Liberia? Yes () No ()

Are you satisfied with its provisions? Yes () No ()

Are the policies implementations satisfactory? Yes () No ()

Do you think there are gaps between the policy formulation and its implementations?

Yes () No ()

If yes, kindly state the gaps-----

Are the existing policies in education and employment adequate to ensure persons with disabilities in Liberia have quality education and live above the global poverty line?

Yes () No ()

If No, please state what is lacking and how it can be improved-----

Kindly give your candid opinion on the situation of PWDs in education and
employment in Liberia.-----

Are there any recommendations that you could like to postulate that would improve the
condition for PWDs in Liberia -----

THANKS FOR YOUR TIME AND CONTRIBUTIONS

Appendix C: Letter of Approval for Research



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 3rd December, 2020

TO: Edwina Collins

REF: C50/CTY/PT/26004/2018

C/o Department of Sociology, Gender & Development Studies.

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 18th November, 2020 approved your Research Project Proposal for the M.A. Degree Entitled, "Evaluation of Disability Mainstreaming Status in Selected Public High Schools and Employment Institutions in Liberia".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


HARRIET ISABOKE,
FOR DEAN, GRADUATE SCHOOL

C.C.: Chairman, Department of Sociology, Gender & Development Studies
Supervisor:


1. Dr. Casper Masiga
C/o Department of Sociology, Gender & Development Studies
Kenyatta University
2. Dr. Daniel Ngugi
C/o Department of Sociology, Gender & Development Studies
Kenyatta University

H.I/S.w.

APPENDIX D: NACOSTI Letter




REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 479619
Date of Issue: 24/December/2020

RESEARCH LICENSE




This is to Certify that Ms.. Edwina Katta Collins of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: Evaluation of disability mainstreaming status in selected public High schools and Employment institutions in Liberia. for the period ending ; 24/December/2021.

License No: NACOSTI/P/20/8244

479619


 Applicant Identification Number



 Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix E: Letter of Authorization from Ministry of Education



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: C50/CTY/PT/26004/2018

DATE: 3rd December, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. EDWINA COLLINS – REG. NO. C50/CTY/PT/26004/2018

I write to introduce Mr. Edwina Collins who is a Postgraduate Student of this University. He is registered for M.A. degree programme in the Department of Sociology, Gender & Development Studies.

Mr. Edwina intends to conduct research for an M.A Sociology, Gender & Development Studies. Project Proposal entitled, “Evaluation of Disability Mainstreaming Status in Selected Public High Schools and Employment Institutions in Liberia”.

Any assistance given will be highly appreciated.

Yours faithfully,



PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL
L.S./S.w.