

Contribution of Non-Governmental Organizations on Inclusive Education in Public Secondary Schools in Rwanda

A case of Plan International Rwanda in Bugesera District

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DOI: 10.29322/IJSRP.11.07.2021.p11509

<http://dx.doi.org/10.29322/IJSRP.11.07.2021.p11509>

Abstract- Studies have linked numerous international Non-governmental Organizations (NGOs) with a symbiotic collaboration with local communities and public institutions with the aim of initiating and sustaining inclusion of children education (Vaneste, 1997; Kisanji, 1993).

This research intended to assess the contribution of international NGOs activities on inclusive education in secondary schools in Rwanda; a case of Plan International in Bugesera District. The study had as specific objectives; To identify the activities of Plan Rwanda in public secondary schools in Bugesera District; To find out the level of inclusive education in public secondary schools in Bugesera District; and To assess the contribution of Plan International Rwanda activities on inclusive education in public secondary schools in Bugesera District. The target population of this study was 182 people made of 140 Employees of Plan international Rwanda in Bugesera District and 42 head teachers of secondary schools in the same District, from whom a sample of 125 respondents was drawn. Descriptive, correlation, and regression analyses were used during data analysis. Primary and secondary data sources were consulted to produce a scientific reference. Primary data was collected using questionnaires addressed to the sampled population or the staff of Plan international Rwanda and secondary school Head teachers. The data processing, tabulation and editing was done by the use of SPSS. Findings revealed the existence of positive relationships between activities of Non-governmental Organizations and inclusive education with a correlation coefficients of $r=0.963$ was produced with p -value of 0.00 of a two-tailed. The regression analysis also found out that inclusive education is explained by Non-governmental Organizations' activities at 96.3% ($R^2= 0.963$). The researcher recommends that the government of Rwanda should work in close collaboration with partners, especially Non-governmental organizations for upscaling inclusive educational services including that of monitoring and evaluation.

Keywords: *Inclusive education, Integrated education system, Non-governmental organization, Private schools, Public schools.*

I. INTRODUCTION

Creating meaning out of inclusive education calls for the ability of schools to recognize diversity among their learners and identify their needs, which in turn enables the identification of learning styles and rates. Consequently, such schools are able to assure the provision of quality education by matching learner needs with teaching strategies, resources, curricula, community partnerships, and organizational arrangements that cater for each of the identified learner groups (UNESCO, 1994).

Inclusive education is a process that involves the transformation of learning centers and institutions to cater for the needs of learners irrespective of gender, ethnicity, language, place of origin, or minority groups. The main aim of inclusive education is to eliminate exclusion associated with negative attitudes and lack of response to the diversity in economic status, ethnicity, religion, gender, ability, social class, language, and ability.

Education is classified into two main contexts; formal and informal and within the community and families. Therefore, the fundamental aim of inclusive education is to achieve high quality of education of all learners and develop societies that are more inclusive. Fundamentally, it aims at achieving social equity and promotes lifelong learning.

Existing researches argue that good education background to the young generation has strategic value for the country which leads to the good status and advantages (Dolvin, 2005). People with a good education background or a good foundation of education have better social support, enjoy better health and are exposed to better opportunities compared to their counterparts who do not access better education opportunities.

The ability and needs of learners living with disabilities to attend school regularly has received a great deal of attention. NGOs have been on the forefront towards ensuring that communities understand the importance of integrating learners living with disability into general classroom settings Armstrong (2003).

The Rwandan education system is faced by numerous challenges among them lack of infrastructure, hidden costs that prevent vulnerable populations that cannot afford the costs from accessing education, and limitations in the quantity of teachers.

Plan international as Non-Government Organization which strives to enhance the development of the world and the developing countries through education such as providing training to teachers, learners, school leaders, and community leaders, parents to the positive

discipline, child protection and child rights. The government of Rwanda benefits from the above opportunities to enhance its educational development (EDPRSS 2). Plan international Rwanda in 2017 reported that the Rwandan education doesn't provide educational quality outcome, and standards required in Rwandan education system.

It is in this regard that the researcher needs to investigate the effect Plan International plays to increase the education development in Rwanda through its deferent outreach activities.

Research Objectives

General Objective

The objective of this research was to assess the contribution of international NGOs activities on inclusive education in public secondary schools in Rwanda.

Specific Objectives

Specific objectives are the following:

- i. To identify the activities of Plan Rwanda in public secondary schools in Bugesera District
- ii. To find out the level of inclusive education in public secondary schools in Bugesera District
- iii. To assess the contribution of Plan International Rwanda activities on inclusive education in public secondary schools in Bugesera District.

Research Questions

- What are the activities relating to inclusive education done by Plan Rwanda in public secondary schools in Rwanda?
- What level of inclusive education in public secondary schools in Rwanda?
- What is the contribution of Plan International Rwanda activities on inclusive education in public secondary schools in Rwanda?

Scope of Study

This research was limited in conceptual, content, geographical and time scopes.

Conceptual Scope

In terms of conceptual scope, the investigation were limited to the effect of non-government organisation on educational development in Rwanda Specifically, this study find out the contribution of non-government organisation on educational development in Rwanda.

Content scope

An intensive study of a single group of community beneficial, local leaders and plan international staff was adopted as a case study design. It focused on the interventions to the educational development in Rwandan. This study would make analysis on how the non-governmental organisation affects educational development in Rwanda. The study focused also on the participation of non-governmental organisation on educational development in Rwanda.

Geographical Scope

In terms of space or geographical scope, the study was limited to the non-governmental organisation specifically plan international and their effect on educational development in Rwanda and it was covered Bugesera district.

Time Scope

In terms of time, this research was carried out to identify the contribution of non-governmental organisation on educational development in 2010 to February 2018. This means that the Research was approximately covered three years.

II. LITERATURE REVIEW

The concept of NGOs movement in Rwanda

The aftermath of the genocide saw the emergence of NGOs and civil society organizations (CSOs) who aimed at helping the community address social needs, including the provision of assistance to the vulnerable population – widows, orphans, and traumatized survivors. The citizens of Rwanda have indeed continued to suffer from high levels of collective trauma and struggled with the social consequences years after the genocide.

Non-Government Organizations (NGOs) are organizations defined by people or collective voluntary organizations that are autonomous with the sole aim of improving social, cultural, and economic development while at the same time advocating for the interests of specific people, communities or organizations.

Plan International Rwanda background in Rwanda

Plan International is an NGO that has been operating in Rwanda since 2007. The organization has had an extensive portfolio that covers a variety of interventions (right to protection, right to youth economic security, access to quality and inclusive education and early childhood education care and development in both development and humanitarian contexts. Plan International Rwanda is actively

present in three districts of Gatsibo, Bugesera and Nyaruguru and six refugee camps. In all its interventions, it pursues its deep-seated change to achieve its ambition of taking action to ensure that millions of girls receive education, leadership skills and thrive in their lives. Plan International Rwanda has through its ground breaking educational initiatives improves infrastructure and aided the completion rates of teacher's proficiency in English language. The organization has established a teacher self-learning academy whose aim is improving the nature of educating and learning in elementary school through the utilization of innovative methods and appropriate technology. So far, success has been recorded through the improvement of language and methodology by teachers because of learning from teachers and model from videos accessed on iPod.

Plan International Rwanda is dedicated to guaranteeing that youngsters start the best education at early years of their lives. The organization supports children in their first 1000 days of life through the comprehensive Early Childhood Care and Development (ECCD) program, which incorporates ECCD practices, nutrition, and de-worming for optimal health. Partnerships with the community to conduct awareness raising campaigns on the importance of the first 1000 days in a child's life and the fundamental role of parents, teachers, guardians, and caregivers is emphasized by Plan International Rwanda. Among the initiatives that Plan International Rwanda has managed to complete in the last few years include providing support to 40 community health workers to access health screening training for children and the provision of micronutrients to children suffering from malnutrition in Gatsibo. The organization has continued to train communities on the importance of early learning for young children, which has included sessions on teaching and child discipline for teachers, parents, guardians, and community volunteers (Brammer, 2006).

Progress towards Inclusive Education in Rwanda

The Rwandan education policy features the development of inclusive and special needs in the country with the aim of maintaining full participation and inclusion of all citizens, more so those living with disabilities and other special needs (Republic of Rwanda, 2006). In addition, there has been actual translation of policies into activities supporting functional inclusive education despite the numerous priorities of the country's development agenda.

Currently, the country houses more than fifty three centers and schools for education and rehabilitation of children living with disabilities. Most of these centers have been established through private initiatives. Child friendly inclusive education has been adopted in most of the nine and twelve year basic education schools with the aim of accommodating learners with special needs. There has also been efforts to support these populations with specialized equipment to aid their learning and living. For instance, approximately 15 learners with severe sensory disabilities are accommodated into special programs, and there has been an expansion in the quantity of wheelchair users graduating from institutions of higher learning.

The future of Rwandan Inclusive Education

Sustainable economic development and poverty reduction in Rwanda can be achieved through enhancing the knowledge-based service sector (Republic of Rwanda, 2003; 2007; 2010). The National Economic Development and Poverty Reduction Strategy (EDPRS, 2008-2012) proposes that skill development must be enhanced for its labor force for the country to achieve structural economic change as proposed in its Vision 2020. Initiatives supporting special and inclusive education have been inspired significantly and fit into the national development plans. In addition, the important role of the community in the schooling system has been taken as an important resource to effectively support educating children living with disabilities.

Special Needs and Inclusive Education in Rwanda

Special needs & inclusive education support approaches are the two major schooling systems providing for learners with Special educational needs are known to operate in Rwanda: The first is special school settings that are traditional institutions established to cater for learners with certain disabilities, and endowed with specialized support services such as rehabilitation; teaching methodologies; specialized instructional materials and assistive devices. The second is the inclusive schools /or Child-friendly school settings, which constitute ordinary schools that have adapted an accessible and barrier-free school policy, in order to accommodate learners with a range of educational needs. Each of these approaches have indicated challenges that include staffing constraints, educational material inadequacy, needs for support services like sign language interpreters and others, but, they still remain the only schooling options for Rwandan learners with special educational needs.

Child-Friendly School and Inclusive Education initiatives for country education system like Rwandan education practice, Child-Friendly School (CFS) and Inclusive Education (IE) initiative concepts are interchangeable in the Rwandan education practice. They are systematic 'adaptations' of the whole school system, as a delivery center of a range of integrated educational and social services for all children, especially those with special educational needs. It is a system where, the school-family community continuum functions in provision of care and educational support (of the children) for subsequent quality education, even in circumstances where the normal provision is under constraints. Both initiatives are expected to have far-reaching solutions to a range of community and school-based limitations, because their whole school approaches are also capable of affecting the entire education system. The key CFS quality dimensions include psychosocial support; Health, Water & Sanitation, food and nutrition promotion; Safety & Security promotion; Equity & Equality promotion; Effective quality teaching and learning; and School-community partnership.

Stakeholders' engagement and participation

Stakeholders and partners of the Rwanda Ministry of Education in delivering special needs & special needs education and related services range from Community-Based Organizations (CBO), Faith-Based Organizations (FBO), both local and International Non-Governmental Organizations (NGO). HVP Gatagara school for example, which was founded in 1962 and run by Brothers of Charity educates and rehabilitates children and youths with disabilities, is currently operating in five schools and centers, catering for learners with physical, visual, mental and hearing impairment. Since 2000, other local civil society groups have increasingly joined the initiatives, especially to support education services for children and youths with disabilities. 'Collectif Tubakunde' for one, brings together over 43 initiatives and centers, attracting the attention of related services and supporting agencies.

Promotion of inclusive and child-friendly approaches

Community promotes CFS and inclusive education values :Experiences in CFS practice in Rwanda has shown that to ensure that all learners with special educational needs access education, and are enabled to progress and complete the full cycle of schooling, locally initiated and supported partnerships between the school and the local communities is essential. This entails that the full range of decision-making parties, are actively and collaboratively involved in planning and facilitating the CFS and inclusive education programs. Their joint involvement generates community and school-based synergies that provides conditions and resources necessary for achieving the quality standards envisioned.

Integrating CFS and inclusive education values in education management is a deliberately planned collaborative management system that integrates CFS and inclusive education values and qualities will be developed within the mainstream education system.

Hence, school leaders, PTA members and local education authorities will be encouraged to be actively involvement in joint planning, managing, mobilizing resources, and in reaching out for other partners in order to transform their schools, by integrating Child-Friendly and Inclusive Education Qualities.

Research conducted by Swiatek and Benbow (1991) concluded that the correct use of inclusive learning service model will be able to develop positive knowledge and decrease the negative effects of social and emotional aspects. Therefore, the application of learning for inclusive students is not harmful for the emotional social growth if done well. Similar research findings were also reported by Robinson and Janos (1989) who concluded that in inclusion services would not undermine student inclusion class participants if done in accordance with applicable provisions.

Collaboration with international agencies for Inclusive Education development

According to Ainscow et al (2013), bringing together education stakeholders in public and civil society was unavoidable. The ministry of education established numerous setbacks to collaborative innovative development of sustainable inclusive education developments in the country. For instance, it was TFDIER's reports that provoked the minister of education to forward correspondence to all partners in the education sector with the aim of reiterating the importance of collaboration between local leadership, NGOs among them handicap international, and public institutions in order to promote inclusive education in the country.

Inclusive education programs were highlighted in five districts in Rwanda, where the programs had progressively become integrated within social services and adopted by school communities and local leadership in collaboration with international and local NGOs. The bottom-line is that supporting and delivering of educational activities by designing collaboration deliberately and encouraging sustainable education development is viable and achievable.

Studies have linked numerous international NGOs with a symbiotic collaboration with local communities and public institutions with the aim of initiating and sustaining inclusion of children education similar to those in the Rwandan context (Vaneste, 1997; Kisanji, 1993). An observation made by TFDIER suggested that the success of Rwandan based collaboration was double sworded; partners shared common indigenous-led strategic positions and there was deliberate open and mutually supportive collaboration involving civil society agencies, local community leaders, and public services. Besides, the collaborations established between TFDIER and HI have continued to support collaboration of inclusive education among partners, attracting more support from government agencies and local capacity to support projects and initiatives.

Involvement of Educators

The role of local educators is considered as central and critical by transformational strategies of education towards inclusive perspectives (Bishop, 1986; Dyson, 1999; Markee, 1997; Karangwa et al, 2007; Weightman, 1988). The hypothesis is that educators confront numerous challenges within local schools and communities and in the process collect important information about education practices, systems, and procedures. They then proceed and try these activities out, consult those who are affected, and evaluate how the activities are carried out and their performance. The importance of inclusive education to the educators is the identification of the notion that there is provision of neutral spaces by education programs if learners are viewed as equal (Sullivan-Owomoyela & Brannelly, 2009).

The inclusive education consortia, TFIER noted that there is lack of sustainability in the training programs, which in other circumstances are not fully owned by local schools. In addition, the Rwandan education sector does not give much weight to the accreditation of teacher's training in the absence of a nationally recognized qualification framework. Those who benefit from the training also lack motivation as there is no reward in terms of pay rise or any other form of training to recognize the training they have gone through (Weightman, 1988).

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<http://dx.doi.org/10.29322/IJSRP.11.07.2021.p11509>

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Involving Community Actors

In Rwanda, inclusive education that matches the local realities has been successful over years. There has been an increase of partnerships between education institutions and parents and the local community to create sustainable development for education programs that are all inclusive. Partnerships between teachers and parents have made access to schooling cheaper for school going children. In addition, these partnerships have sustained and protected inclusive education projects since the projects are initiated through their own efforts.

Empirical evidence targeting rural schools in Africa and Asia suggested that inclusive education has been resourceful among local communities due to their abilities to tap local resources (Stabbs, 2002; EENET, 2003, Geert, 1997). Stabbs (2002) affirmed that countries with few resources and many social challenges have managed to embrace inclusive education. Its applicability further extends beyond excluding groups of children and having them deal with high illiteracy rates and become dependent citizens. Rwanda has had successful experiences that continue to inspire inclusive education efforts in the country. Similar experiences in China have proved that the joint efforts of professionals and parents can create important resources, which develop services of children living with disabilities (Stratford & Hannah, 2000).

Conceptual framework

The conceptual framework explains the main variables and the presumed relationships among them.

Figure 2.1 illustrates the conceptual structure that clarifies the connection between the independent and dependent factors directing the examination. Under the independent Variable (The activities of International Organizations in Rwanda educational domain/system) there are a number of attributes which include; Capacity building of teachers on child rights and child protection; Raising awareness on education for all and Training of students on Sexual Reproductive Health and Rights.

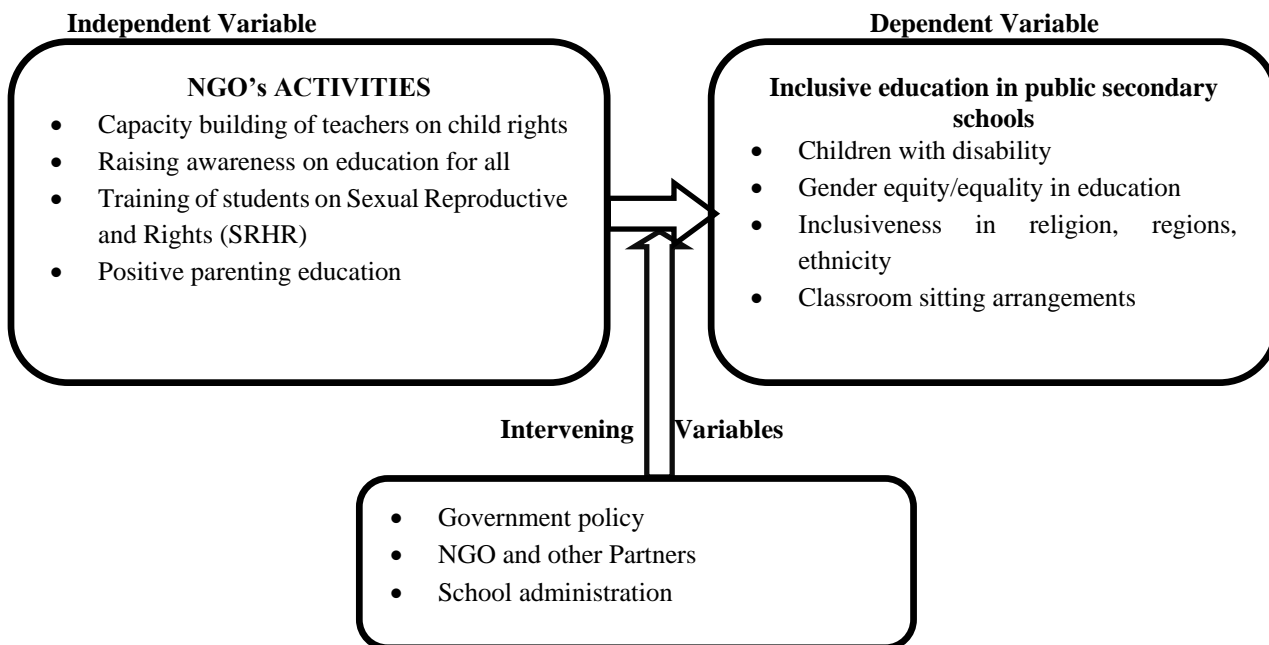


Figure II.1: Conceptual framework

Source: Researcher (2021)

The predictors of the dependent variable include: Children with disabilities in and out of schools; Gender equality and equity, inclusiveness in religion, region and ethnicity; and classroom sitting arrangement. The intervening variables guiding the study include government policies, NGOs and other partners. The intervening variables have the potential of affecting the independent or the dependent variables.

III. MATERIALS AND METHODS

Research Design

Descriptive, correlation, and regression analyses were used to analyze data. Primary data was collected using questionnaires addressed to the sampled population or the staff of Plan international Rwanda and secondary school Head teachers. Both qualitative and quantitative approaches were employed. Quantitative approach encompasses the measurement and analysis of data numerically and provision of precise descriptions.

Target Population

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The population refer to as a target and a set of elements that the research focused upon and to which the results obtained by testing the sample which should be generalized. The target population of this study is 182 persons made of 10 employees of Plan International Rwanda working in Education program, 16 Head teachers of secondary schools, 40 Teachers, 84 students and 32 local authorities of Bugesera District.

Sample Design

Sample Size

Although the whole population of Plan international Rwanda is appropriate to provide relevant information, it seems to be more complex. The researcher calculated sample size by using the formula of for determination of the sample size, the Yaro Yamane techniques was adopted for this research work (Israel, 2009). This formula helps to ascertain the sample of a given population of the study. That formula describes as follows:

$$n = \frac{N}{1 + N(e)^2} \text{ Where } n = \text{sample size, } N \text{ is the target population, } e = \text{level of Precision or marginal error}$$

Then $N = 182$ persons, $e = 5\% = 0.05$

Then, we substitute in the above formula the number of the population (182 persons) in order to find out the sample size of the study:

$$\text{Hence the sample size is } \frac{182}{1 + 182(0.05)^2} = 125 \text{ respondents}$$

Basing on the above formula, the researcher used 95% as the confidence or precision level of which Alain Bouchard says is more reliable. The sample size has been fully calculated then, the interviews were conducted to those respondents selected and questionnaires were be filled by them.

Sampling Techniques

Purposive and simple random sampling techniques were used. Purposive sampling is based on the researcher's own judgment that selected respondents would meet the best purpose of the study. Purposive sampling was used for the staff of plan international Rwanda since the researcher chose the population assumed to give reliable information to the study. This technique does not embody the elements of randomness, the researcher decided to sample from a population which seems to have a global knowledge about the study. Simple random entails selection of representatives without any formula, in a way that all are given equal chance to participate in the study (Kothari, 2004). The researcher used simple random sampling technique select the customers who would be the respondents for this study. Each customer had an equal chance to be selected and the researcher has randomly chosen 125 personnel to be the respondents. In fact, the total population for this study is 125 employees purposively chosen and the total of which is 182 persons.

IV. FINDINGS AND DISCUSSION

Objective One: Activities of Plan International in public secondary schools in Bugesera district

The findings of objective one are organised, presented, discussed and interpreted basing on the responses from beneficiaries, local authorities and the Staff of Plan International Rwanda. As this information provided by local leaders and beneficiaries of Plan International Rwanda on the impact of to their inclusive educational development, the beneficiaries of plan international were given questionnaires and 99.03% of them were present while only one never turned back the questionnaire during data collection and the following are the findings as shown in the table IV.1.

As depicted by majority (89.47%) of respondents who asserted that Plan international Rwanda has been involved in youth empowerment trough the remedial education training, while 7.5% remained neutral as 3% disagreed with the statement. Around 93% of respondents agreed that the organization provides training of teachers and students on Sexual Reproductive Health and Rights (SRHR).

As for community campaign on raising awareness for education and community mobilization on early pregnancy in and out of schools, the majority agreed with the statements at 90.92% and 90.41% respectively, while 5.55% and 6.06% were neutral as 3.03% and 3.52% disagreed with the statement respectively.

The above findings is consistent with Brammer (2006). Who stated that Plan International train communities on the importance of early learning for young children, which has included sessions on teaching and child discipline for teachers, parents, guardians, and community volunteers.

The table IV.1 shows that Plan International Rwanda does activities related to advocacy to the government institutions, including the Ministry of education, Rwanda Education Board (REB) and district to make enrollment of children with disabilities in schools. This is confirmed by the majority of respondents (93.44%) of respondents who asserted that they were agreed that Plan international Rwanda increase the awareness of child right protection due to the needs of inclusive educational to impact the students 'academic and 4.04% responded that are disagreed that The Plan international Rwanda increase the awareness of child right protection due to the needs of inclusive educational to impact the students 'academic performance in the school and 2.52% Of the respondents were undecided on the statement. Different studies, including that of Sullivan-Owomoyela & Brannelly (2009) emphasize the importance of inclusive education to the educators by identifying the notion for provision of neutral spaces by education programs if learners are viewed as equal.

Table IV.1: Responses from respondents

Rank (SD:Strongly Agree; D:Disagree; N:Neutral; SA: Strongly Agree)	S.D		D		N		A		SA		Mean	Std. D
	F	%	F	%	F	%	F	%	F	%		
Activities												
Youth empowerment through the remedial education training	2	1.01	4	2.02	15	7.5	9	4.5	95	84.97	4.7020	.77858
Training of teachers and students on Sexual Reproductive Health and Rights (SRHR)	1	0.5	5	2.52	8	4.04	14	7.07	97	85.87	4.7525	.69397
Community campaign on raising awareness for education	2	1.01	5	2.02	11	5.55	10	5.05	97	85.87	4.7222	.76643
Building the capacity of the teachers on teaching methodology	4	2.02	3	1.51	12	6.06	65	69.69	41	20.72	4.0556	.71385
Community mobilization on early pregnancy in and out of schools	5	2.52	5	2.52	5	2.52	26	13.13	84	79.31	.6414	.85953
Advocacy to Ministry of education, Rwanda Education Board (REB) and district to make enrolment of children with disabilities in schools	4	2.02	4	2.02	5	2.52	21	10.6	91	82.84	4.7020	.79151
Increase the awareness of child right protection through training of teachers and students	5	2.52	4	2.02	6	3.03	20	10.1	90	82.33	4.6768	.84094

** Descriptive is significant at the 0.01 level (2-tailed).

Finally, the table IV.1 shows that Plan International Rwanda carries out activities related to increasing awareness of child right protection through training of teachers and students as shown by the majority of respondents agreed at 92.43%, while 3.03 remained neutral as 4.54 disagreed with the statement. Studies have linked numerous international NGOs with a symbiotic collaboration with local communities and public institutions with the aim of initiating and sustaining inclusion of children education similar to those in the Rwandan context (Vaneste, 1997; Kisanji, 1993).

Objective 2: The level of inclusive education by international NGOs in public secondary schools in Rwanda

The second objective of the study was to find out the level of inclusive education in secondary schools in Rwanda. The community, local leaders and the staff of plan international participated to the survey. The findings in table IV.2 show that the enrollment of children with disabilities in schools has improved in general. Notably 82.3% of the respondents accepted that the Enrollment of disabled children was important in secondary schools to provide equal opportunities and rights. The researcher discussion with school administrators some respondents revealed that this enrolment of children with disabilities has improved in inclusive secondary schools as confirmed by the head teachers. Only 3.5% of the respondents were neutral, yet 14.2% of respondents responded that they never knew that there is an enrolment of disabled children in secondary schools.

Different documents by the Republic of Rwanda (2003; 2007; 2010) emphasize that sustainable economic development and poverty reduction in Rwanda can be achieved through enhancing the knowledge-based service sector. The Rwandan education policy features the development of inclusive and special needs in the country with the aim of maintaining full participation and inclusion of all citizens, more so those living with disabilities and other special needs (Republic of Rwanda, 2006).

Table IV.2: The level of inclusive education by international NGOs

Rank (SD:Strongly Agree; D:Disagree; N:Neutral; SA: Strongly Agree)	S.D		D		N		A		SA		Mean	Std. D
	F	%	F	%	F	%	F	%	F	%		
Statement												
Enrollment of children with disabilities* in school increased	18	9.1	10	5.1	7	3.5	26	13.1	64	69.2	4.2828	1.29458
Sitting arrangement in class is appropriately to all students	36	36.4	8	4.0	6	3.0	34	17.2	42	39.2	3.1919	1.79495
The new buildings including bathrooms having the pathways of people with disabilities	16	8.1	9	4.5	8	4.0	22	21.2	70	62.1	4.2475	1.23172
Gender discrimination reduced in and out of schools	6	3.0	2	1.0	3	1.5	33	16.7	81	77.8	4.6515	.82768
The rights of disabled children to education and on good practices in inclusion increased	7	3.5	2	1.0	3	1.5	31	15.7	82	78.3	4.6414	.86541
The parents and communities that were ashamed with their disabled children decreased	10	5.1	10	5.1	0	0	11	5.6	94	84.3	4.5909	1.07549

** Correlation is significant at the 0.01 level (2-tailed).

In addition, results in the same table indicates that the indicators of inclusion in education have increased, including the new buildings including bathrooms having the pathways of people with disabilities; the rights of disabled children to education and on good practices in inclusion increased; and the rights of disabled children to education and on good practices in inclusion increased as shown by 83.3%, 94% and 89.9%, respectively.

Ainsow, Dyson & Weiner (2013) cited that inclusion entails activities or actions that attempt to make use of values within specific contexts. Research conducted by Swiatek and Benbow (1991) concluded that the correct use of inclusive learning service model will be able to develop positive knowledge and decrease the negative effects of social and emotional aspects.

However, the sitting arrangement in class appropriately to all students including the children with disabilities was proved to be low. The discussion between the researcher and different respondents found that that sometimes there are old classes which are not facilitating the disabled students to sit safely and a small number (1.7%) of the respondents were unsure of any existence of sitting arrangement in class as the policy of Ministry of education. 56.4% agreed with the statement, while 40.4% proved it wrong as 3.0% remained neutral. As for gender aspect, the majority of 94.5% agreed that Gender discrimination reduced in and out of schools, as 1.5% remained neutral and 4.0 disagreed with the statement.

Objective 3: Correlation between NGO’s like Plan International and Inclusive education

The respondents were asked to give their views on the correlation between NGO’s like plan international and Inclusive education in Rwandan schools. Here researcher used the regression analysis to test how two variables are good fit or related with them. The findings in table IV.3 the NGO and Inclusive education were correlative with inclusive education as shown in table IV.3 and table IV.4. Therefore The correlation coefficients $r=0.963$ was produced with p-value of 0.00 of a two-tailed. With this correlation coefficient was interpreted with the regression analysis R^2 calculated as $r^2= (0.963)^2 = 0.9273$ (92.73%) . the findings show strong linear, positive and statistically significant and good fit.

Findings of this study showed a positive impact of Plan international on inclusive secondary education as the findings showed a positive relationship between two variables (NGO and inclusive education in public secondary schools in Bugesera District). The findings of the study are consistent with many reviewed studies such as hall (2005) and Mussa (2015) which all indicated that NGOs plays an important role on inclusive education in Rwanda.

Table IV.3 Correlations of Variables

		NGO	Inclusive education
NGO	Pearson Correlation	1	.963**
	Sig. (2-tailed)		.000
	N	125	125
Inclusive education	Pearson Correlation	.963**	1
	Sig. (2-tailed)	.000	
	N	125	125

**Correlation is significant at the 0.01 level (2-tailed).

Table IV.4: Estimation of standard errors deviations –model summary

Model	R	R Square	Adjusted R	Sts.errors of estimate
1	.0963 ^a	.9273	0.995	124.99

a. Predictors (constants) plan international activities such as the training, provision of educational materials, increase of academic performance, motivation for students with disability

Table 4.8 Regression analysis ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.633	1	53.633	83.392	.000
	Residual	111.055	123	.643		
	Total	179.687	121			

a. Predictors (constant) :plan international contribution such as the training, provision of l educational materials, increase of academic performance, motivation for students with disability

b. Dependents variable :inclusive education

As shown in table IV.4, $F=53.633$ representing the variance generated by regression. The significance level is 0.05 with 1 degree of freedom at numerator 6 and denominator 4.754. A comparison of the F values suggests that the alternative hypothesis is supported, which means that there is a significant influence on the multiple regression model occurring over the dependent variable. In addition, there is no zero value in the regression coefficients. The individual evaluation of the regression coefficient was thus achieved and due to plan international activities as it indicated in table IV.3 have positive impact it is shown by the regression analysis square and adjusted at 99.5% with R^2 equal to 92.73% therefore Plan international have a significant positive impact on the inclusive education especially in public secondary schools.

V. CONCLUSION

Implementation of learning should be able to accommodate all the needs of students both regular and special, while educators in inclusive schools should be able to embrace all students without distinguishing the physical state of the child. Protect the weak and create a friendly atmosphere in learning. Educators must be able to build mutual respect among students, to create a family atmosphere in the classroom. School infrastructure needs to be able to serve the needs of special children ranging from childhood detection tools, learning tools, and creativity builders in accordance with the character.

Findings of this study found a positive relationship between International Non-Governmental organizations and inclusive secondary education. Findings revealed the existence of positive relationships between activities of International Non-governmental Organizations and inclusive education. The researcher recommends that the government of Rwanda should work in close collaboration with partners, especially Non-governmental organizations for upscaling inclusive educational services including that of monitoring and evaluation.

ACKNOWLEDGMENT

I want to extend my heartfelt appreciation to all who, in one way or another, have stood with me in producing this work. I want to express my sincere gratitude and appreciation to my supervisor Dr MUKAMAZIMPAKA Marie Claire whose guidance, suggestion and patience was enormous and inspirational despite here busy schedule.

I want to thank the management of Mount Kenya University Kigali Campus especially lecturers in Social Sciences Department for their support during my studies.

I am sincerely indebted to my colleagues and all people who contributed significantly to the completion of this research project. May the good Lord bless you abundantly.

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