

## The role of inclusive education in the socioeconomic development of people with disabilities in Bugesera District, Rwanda

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### ABSTRACT

People with unique abilities and disabilities can be found worldwide, representing diverse populations within every society. Numerous discussions have arisen regarding the optimal approach to educating children with special educational requirements. The purpose of this paper was to assess the role of inclusive education in the socioeconomic development of people with disability in Rwanda. This paper was supported with Functionalist theory and Deprivation Theory. The researcher used descriptive research design and the participants were Headteachers, people with disabilities and local administrators. Target population were 780 including 675 people with disabilities, 60 local community administrators. The researcher employed a simple random sampling technique to choose respondents among people with disabilities in community. In this regard, headteachers from inclusive schools was selected due to their experience in providing responses and adequate information about people with education. The researcher used stratified sampling technique for selecting local community administrators' members relying on their expertise and information about people with disabilities. Using questionnaire and interview guide, collected data was analyzed using SPSS 22.0 in analysis procedure. This study revealed a strong relationship between inclusive education and socioeconomic development in Rwanda. This relationship was substantiated by a Pearson correlation coefficient ( $r$ ) of 0.932, which was associated with a statistically significant  $p$ -value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between well-implemented inclusive education and socioeconomic development in Rwanda. The findings also found that all variables were coherent with the socioeconomic development affected with different inclusive education as it is shown by the regression analysis model with Square of 0.868 meaning that inclusive education was appreciated to enhance socio economic development in Rwanda. In conclusion, all the respondents have consistently emphasized the necessity of implementing various inclusive education practices to facilitate the socioeconomic development of people with disabilities in Rwanda. The research shows that there is a lack of Community Based Rehabilitation Program (CBR) to benefit people with disabilities to improve their daily lives and health practice. Due to lack of CBR, all families of people with disabilities are bearing socio-economic burden. Since there is high population of people with disabilities, it is necessary to bring such kind of program to support the people with disabilities and their families as well.

**Key words:** Bugesera District, Inclusive Education, People with Disability, Rwanda, Socioeconomic Development

### I. INTRODUCTION

People with unique abilities and disabilities are found worldwide, representing diverse populations within every society. Numerous discussions have arisen regarding the optimal approach to educating children with special educational requirements (Wang, 2009). For example, in the 1970s, certain nations such as Italy and New York initiated the integration of children with various special needs and disabilities into public schools (Crockett, 2015; Ianes et al., 2020). Additionally, since the 1980s, there has been a significant increase in the enrollment of disabled children in mainstream schools in the United Kingdom (Webster & Blatchford, 2013). The objective behind this inclusion was to foster an inclusive learning environment by combining regular and special education classes, catering to their diverse range of educational needs and empowering them towards more fulfilling lives (Crockett, 2015; Ianes et al., 2020).

Education is a key factor in human development, for it constitutes a bridge from ignorance to knowledge, from exclusion to participation. It constitutes a vital and instrumental element for people to get involved in all areas of life. Education is not only necessary to all people but it is also a right that must be enjoyed by all where everyone has the right to education, free and compulsory at the elementary stages, with technical and professional education made generally available and higher education equally accessible to all on the basis of merit (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2019).

According to the United Nations, approximately 10 to 12 percent of the global population, which amounts to over 600 million individuals, experiences some form of disability. Among them, around 80 percent reside in low-income countries, and people with disabilities are disproportionately represented among those living in poverty, with approximately 82 percent falling below the poverty line. The World Health Organization (WHO) defines disability as a comprehensive term encompassing impairments, limitations in activities, and restrictions in participation (Tanyi, 2016).

In Kenya, individuals with disabilities often face higher unemployment rates compared to the general population. When they are employed, they typically work longer hours for lower incomes and have a higher risk of experiencing long-term unemployment. Additionally, they have limited opportunities for career advancement. This can be attributed to factors such as inadequate education and training, lack of motivation, employer biases towards people with disabilities, physical inaccessibility in workplaces, and inadequate transportation options (Pope, 2012).

In Tanzania, inclusive education has always been a significant concern for countries that recognize its importance as the foundation for socioeconomic development. The challenges faced by many regions of the world today are partially due to the breakdown of established systems that aim to provide inclusive education, which in turn affects social and economic development (Bah, 2016).

In Rwanda, education is considered a fundamental human right and a vital means to enable all citizens to reach their full potential with appropriate skills. The country provides youth and unemployed individuals with the necessary skills for productive employment and offers workers opportunities to enhance their capabilities (Ministry of Education in Rwanda [MINEDUC], 2019). The Ministry of Education in Rwanda has a core mission of transforming Rwandan citizens into skilled human capital for the country's socioeconomic development. This is achieved by ensuring equitable access to quality education and training, combating illiteracy, promoting science and technology, fostering critical thinking, and instilling positive values. The World Health Organization (WHO) report of 2011 revealed that the realization of this mission would be incomplete without considering the average 15% of disabled individuals (Tanyi, 2016).

The concept of an accessible society, where individuals with disabilities can fully participate, lies at the core of disability policies. However, despite the significance of these policies, individuals with disabilities face disadvantages in various areas such as education, housing, employment, healthcare, and leisure (Watson, 2015)

They are at a higher risk of social exclusion and poverty, which has economic and social implications. Individuals with disabilities, like anyone else, possess talents and potential that, if fully utilized, can greatly enhance their own lives, families, and communities. It is estimated that approximately 9 percent of the population, which translates to around 4.5 million people, live with disabilities (International Labour Organization [ILO], 2019).

### **1.1 Statement of the Problem**

Inclusive Socio-Economic Development consists of ensuring that all marginalized and excluded groups are stakeholders in development processes. Therefore, many people are excluded from development because of their gender, ethnicity, age, sexual orientation, disability or poverty. The effects of such exclusion are staggering, increasing inequality across the world (MINEDUC, 2018). The primary objective of government of Rwanda is to cultivate all people into a skilled human capital that drives the socio-economic development of the country. This is achieved by prioritizing equitable access to quality education and training, addressing the issue of illiteracy, promoting advancements in science and technology, fostering critical thinking, and instilling positive values (Japan International Cooperation Agency [JICA], 2013). Government of Rwanda provided more facilities like education policies, schools infrastructures, well equipped libraries, well trained teachers, well established school enrollment procedures, and promotion guidelines to have everyone equitable, access and relevance to education, provided all opportunities of Skills development, equal opportunities. Rwanda, people with disabilities face various socio-economic challenges that hinder their full participation in society (Kidd & Kabare, 2019).

Despite the country's efforts to promote inclusive education, the impact of this policy on the socio-economic development of people with disabilities is not well understood and efforts made to promote inclusive education in Rwanda, people with disabilities still face significant barriers to accessing education, fear for labor market, discrimination from their groups, their competence acceptance, issues of employment, and social integration, programs that can promote their full participation in society, thus perpetuating socio-economic disparities and marginalization, they still limited economic opportunities for different working place ,service like transport, agriculture, entrepreneurship and social exclusion. Therefore, researcher dived to carry out research on how Inclusive education influence socio economic development in Rwanda. Case of people with disability of Bugesera district, Rwanda.

### **1.2 Research Objectives**

The specific objectives of this research were the following:

- i. To identify the components of inclusive education needed to raise socio economic development of people with disability in Rwanda.

- ii. To determine level of socio-economic development of people with disabilities in Rwanda.
- iii. To examine the challenges encountered by people with disabilities towards their socio-economic development in Rwanda.
- iv. To examine relationship between inclusive education and socioeconomic development of people with disabilities in Rwanda

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

#### 2.1.1 Functionalist Theory

In terms of inclusive education, the Functionalist theory suggests that education should be structured to provide equal opportunities for all individuals, including those with disabilities. Inclusive education is seen as a means of promoting social integration and cohesion by enabling individuals with disabilities to acquire the knowledge and skills necessary to participate fully in society, the Functionalist theory argues that inclusive education can contribute to the socioeconomic development of people with disabilities. By providing individuals with disabilities access to education, they can acquire the necessary skills and knowledge to participate in the labour market, thereby contributing to the overall economic development of society (Tanyi, 2016). In summary, the Functionalist theory supports the idea of inclusive education as a means of promoting social integration and cohesion, as well as the socioeconomic development of people with disabilities by providing them with equal opportunities for education and employment.

#### 2.1.2 Deprivation Theory

Deprivation Theory emphasizes the importance of addressing the social and psychological impacts of deprivation. People with disabilities may face discrimination, social exclusion, and stigma, which can have a negative impact on their mental health and wellbeing. Inclusive education can help to address these issues by promoting a culture of respect and inclusion, and challenging negative attitudes and stereotypes (Pieterse, 2001).

In summary, the Deprivation Theory suggests that inclusive education is a way to address the deprivation experienced by people with disabilities, by providing access to education and training, promoting social inclusion, and improving socioeconomic outcomes.

### 2.2 Empirical Review

#### 2.2.1 Concept of Inclusive Education

Education for is a crucial and important concept worth to be taught, according to UNESCO (2019). It refers to and is, in the same reserved for all children independent to their disabilities, religious background or other further characteristic which can lead to discrimination. Inclusive Education aims to all importance in different kinds of education as well in both formal and informal education. That is why, inclusive Education applies to all children independently to their personal backgrounds. Special needs education is a concept referring to different frameworks. UNESCO (2019) defines is a practice in which involve every child plus all those learners with mental disabilities to access to education and avail responses to their basic needs. The concept of Inclusive Education was discussed by several people referring to their concerns and particularities and inclusive Education (IE) is described as a process which allows, raises and enables all students to engage in learning.

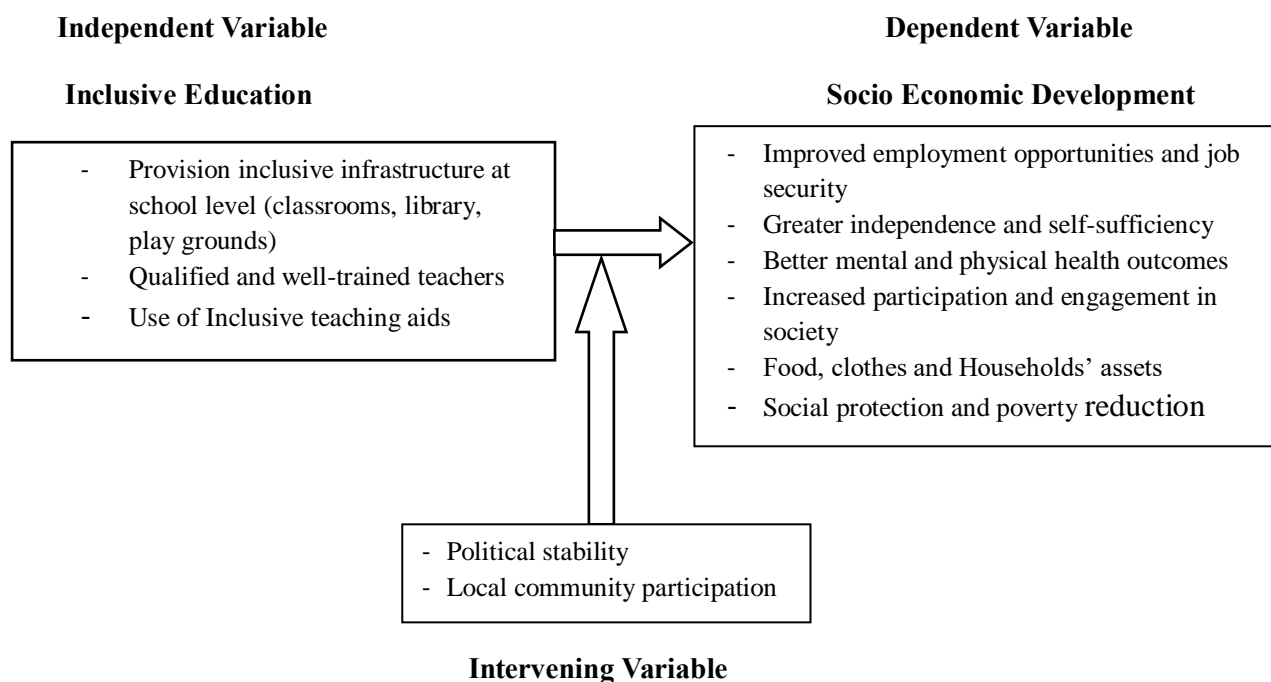
#### 2.2.2 Socio Economic Development

In Uganda, as stated by Pope (2012), individuals involved in rural development characterize economic development as a progression in which individuals, either independently or collaboratively, enhance production for personal consumption and generate a surplus to be sold for monetary gain. These development practitioners also define social development as a gradual process wherein people augment their awareness of their own abilities and shared interests, and utilize this understanding to assess their requirements, determine solutions, unite for cooperative endeavours, and mobilize their own human, financial, and natural resources to enhance, establish, and sustain their own social services and institutions, all within the framework of their own culture and political system (Pope, 2012).

It encompasses various aspects that can be measured using indicator like life expectancy, literacy rates, employment levels, personal dignity, freedom of association, and the extent of participation in civil society. These indicators provide insights into the overall progress and well-being of a society (Pope, 2012). When using the term "socio-economic development," the researcher focused on the improvements in different areas. The aim is to create an environment where people have greater economic opportunities, improved living conditions, and the ability to engage in decision-making processes that shape their lives and the society as a whole (Global Malnutrition Rate [GMR], 2016).

### 2.3 Conceptual Framework

This study was conceptualized as shown in figure 1. It provides explanation in schematic relationship between the two variables. Overall, the conceptual framework suggests that inclusive education can lead to improved socioeconomic outcomes for people with disabilities, by providing equal educational opportunities, promoting social inclusion, and addressing systemic barriers and power dynamics. The mediating factors help to explain how these outcomes are achieved, by addressing the social and cultural factors that can limit the potential of people with disabilities.



**Figure 1**  
*Conceptual Framework*  
**Researcher (2025)**

## III. METHODOLOGY

### 3.1 Research Design

This research adopted a descriptive and correlational study design. This design was appropriate as it enabled collection of information for the purpose of assessing what degree of correlation exists between inclusive education and socioeconomic development in Rwanda, a Case of people with disability in Bugesera district, Rwanda.

### 3.2 Target Population

The target population of this study was 780 respondents. This included Head teachers, people with disabilities and local administrators in Bugesera District, Rwanda.

### 3.3 Sampling Techniques

The researcher employed a simple random sampling technique to choose respondents among people with disabilities in the community. In this regard, headteachers from inclusive schools was selected due to their experience in providing responses and adequate information about people with education. The researcher used stratified sampling technique for selecting local community administrators' members relying on their expertise and information about people with disabilities.

### 3.4 Sample Size

Researcher calculated sample size by using Slovin formula (Ogula, 2005). A sample size of 265 respondents was derived from a population of 780 including 675 people with disabilities, 45 Headteachers and 60 local community administrators.

$$n = \frac{N}{1+N(e^2)}$$

Where n represent sample size

$$n = \frac{780}{1+780(0.05^2)} = 265$$

**Table 1**

*Targeted Population and Sampled Size*

Respondents	Population	Simple size	Percent (%)
People with disabilities	675	229	86.41
Headteachers	45	15	5.66
Local community	60	21	7.93
<b>TOTAL</b>	<b>780</b>	<b>265</b>	<b>100</b>

### 3.5 Data Collection Instrument

The data collection instruments adopted in this research were a questionnaire and an interview guide. The questionnaire was utilized as the main data collection instrument. The questionnaire was designed for people with disabilities, who were identified based on their impairments, their social economic status and their education levels. In the same vein, the interview guide was designed for Headteachers and local community administrator from Bugesera district, Rwanda.

### 3.6 Data Analysis and Presentation

Qualitative data was analyzed through thematic analysis while quantitative data was analysed using the Statistical Package for Social Sciences (SPSS 22.0) and results presented in the form of descriptive statistics as percentages, frequencies, mean, graphics and tables. The assessment of independent and dependent variable was through ANOVAs and Pearson correlation coefficient.

### 3.7 Ethical Consideration

Researcher addressed the research application letter to the Bugesera District Head Office to obtain permit for data collection. The value of this research was clarified to all participants prior to the research process; Participants were asked not to indicate their names on the questionnaire. All information provided were confidential, utilized for academic work only.

## IV. FINDINGS & DISCUSSION

### 4.1 Characteristics of the Respondents

The respondents were composed of people with disabilities, Headteachers and the local community. This section indicated the background information of the respondents, based on their categories like age, working experience, gender, groups, educational levels, family status. The total number of the respondents was 265 and they were made of 229 people with disabilities, 15 headteachers and 21 local community leaders.

#### 4.1.1 Gender of Respondents

This research encompassed all genders whereby research minded on how gender can affect the research objectives. Tables 2, 3 and 4 indicate gender of respondents.

**Table 2**

*Gender of People with Disabilities*

Gender	Frequency	Percent
Female	146	63.7
Male	83	36.3
<b>Total</b>	<b>229</b>	<b>100.0</b>

**Table 3**

*Gender of Headteachers*

Gender	Frequency	Percent
Female	11	73.3
Male	4	26.7
<b>Total</b>	<b>15</b>	<b>100.0</b>

**Table 4**  
*Gender of local Community Leaders*

Gender	Frequency	Percent
Female	9	57.2
Male	12	42.8
<b>Total</b>	<b>21</b>	<b>100.0</b>

**4.1.2 Schools which participated in the Study**

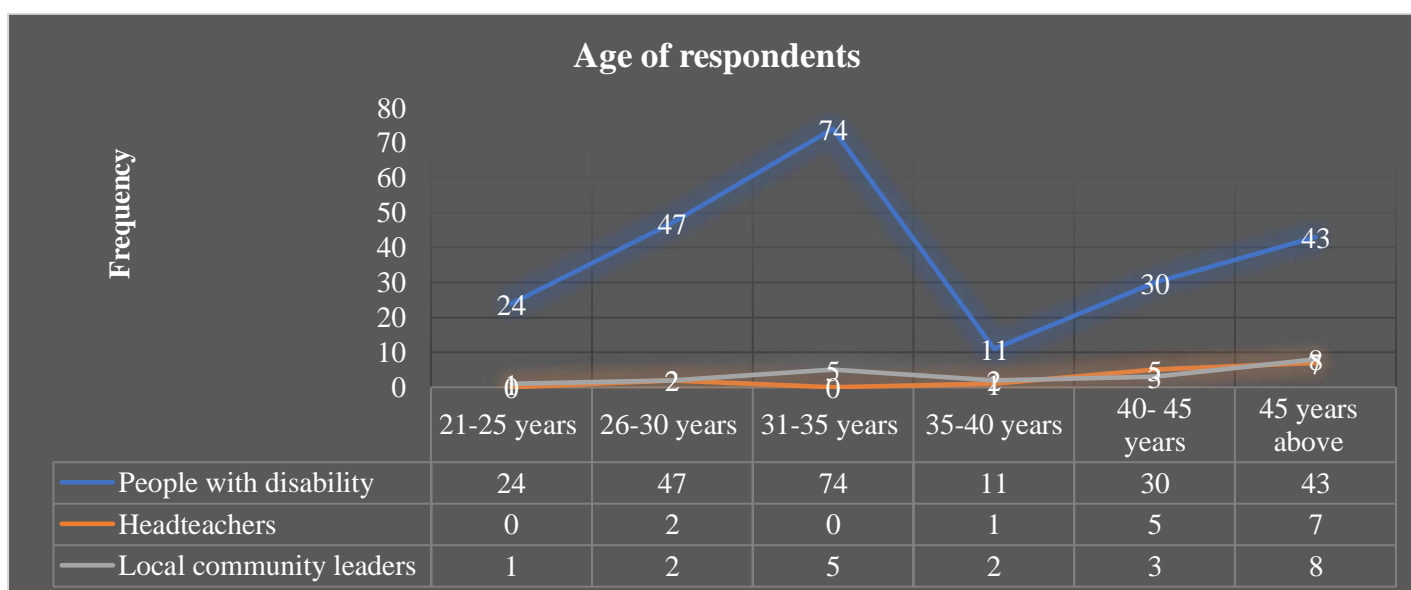
The study included 15 schools located in Bugesera District, Rwanda and the findings were shown in table 5.

**Table 5**  
*People with Disabilities and their Respective Schools*

Schools	Frequency	Percent
G.S Ruhuha	14	6.1
G.S Ntarama	23	10.2
G.S Nyamata Cath	15	6.5
G.S Rilima Cath	18	7.9
G.S Nkanga	12	5.2
G.S Kagasa Mwogo	19	8.3
G.S Gihinga	11	4.8
G.S Musenyi	13	5.6
G.S Mwendu	18	7.9
G.S Kamabuye	6	2.7
G.S Mareba	13	5.6
G.S Kamabare	14	6.1
G.S Nyakayaga	20	8.8
G.S Twimpala	15	6.5
E.S Juru	18	7.9
<b>Total</b>	<b>229</b>	<b>100.0</b>

**4.1.3 Ages of Respondents**

The researcher took into account ages of respondents, vital to provide necessary research data. Respondents had to be mature enough to participate in this research. Findings based on ages of participants were indicated in figure 2 below.

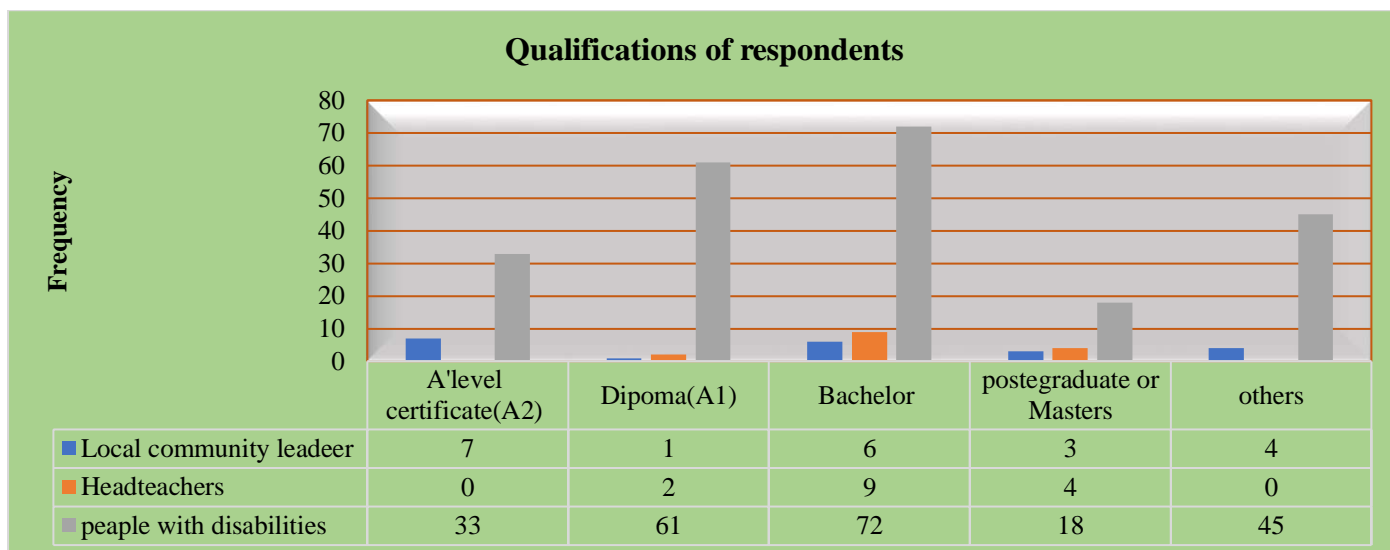


**Figure 2**  
*Age of all Respondents*

The study established that the age of people with disabilities as shown in figure 2 indicated that the majority of people with disabilities who participated in the study had more than 30 years. This means all people with disabilities were more likely to provide necessary study information.

#### 4.1.4 Education Level

Researcher wanted to assess the level of education of all respondents and the findings are summarized in figure 3 below.

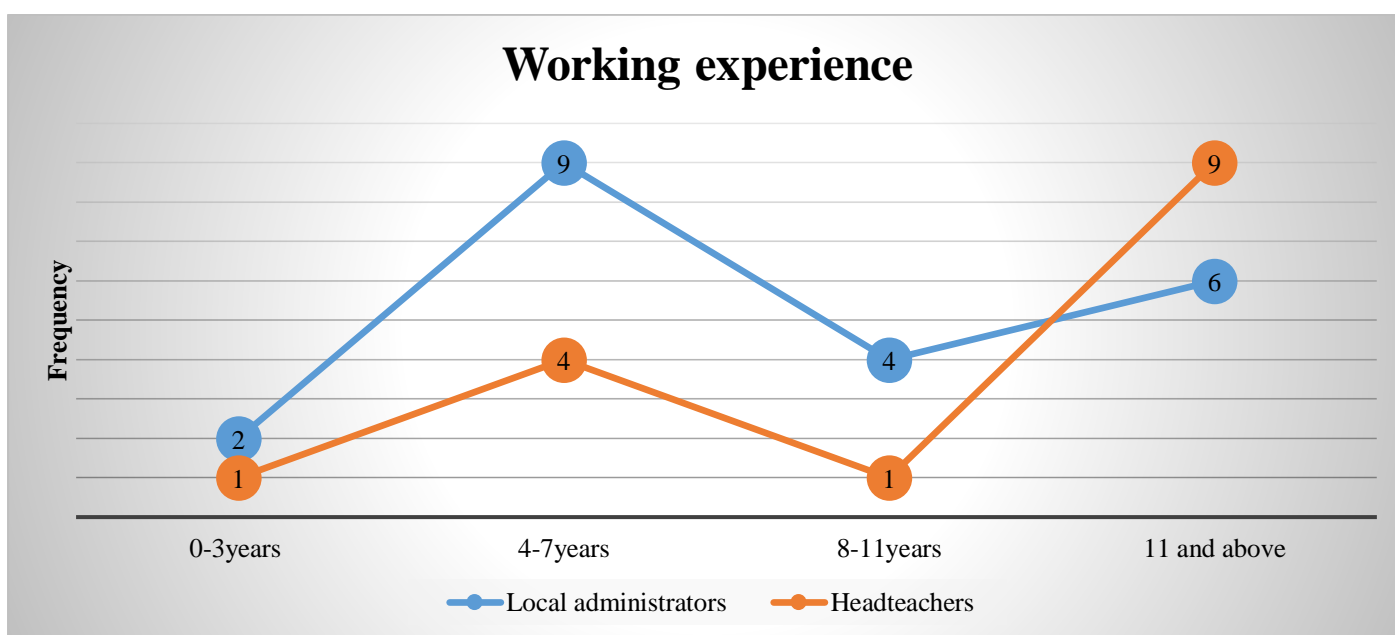


**Figure 3**  
*Educations Levels of Respondents*

The study sought to establish the academic qualification and education level of the respondents among headteachers, local community leaders and people with disability from different public secondary schools of Bugesera district, Rwanda. The education level of all respondents was distributed into four segments, such as, those who had A 'level certificate, diploma, bachelor's degree, postgraduate or masters, and others. Majority of respondents were qualified in education or other specialization. This is linked to the needs and education productivity of people with disability.

#### 4.1.5 Working experience of respondents

Researcher intended to know the working experience of Headteachers and local community leaders to ensure their expertise in the promotion and provision of inclusive education. Findings are indicated in the figure 4 below



**Figure 4**  
*Working Experience*

## 4.2 Presentation of the Findings

### 4.2.1 The Components of Inclusive Education

The first objective of the study was based on the investigation of the components of inclusive education needed to raise socio economic development of people with disability in Rwanda, specifically in Bugesera district. To achieve this objective, the researcher drafted a questionnaire and an interview guide for different respondents such as headteachers, local community leaders and people with disabilities Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown in Table 6.

**Table 6**

*Components of Inclusive Education*

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Inclusive education creates positive school environment where diversity is celebrated, and all students feel safe, valued, and included	7	3.1	3	1.3	6	2.6	80	34.9	133	58.1
Inclusive education ensures that learning environments, materials, and teaching methods are accessible to all students	10	4.4	5	2.2	5	2.2	147	64.2	62	27.0
Inclusive education recognizes that students have different learning styles, strengths, needs and engagement.	3	1.3	9	3.9	2	0.9	89	38.9	126	55.0
Collaboration helps create inclusive learning environment and sharing expertise to meet students' individual needs	5	2.2	8	3.5	5	2.2	63	27.5	148	66.8
Inclusive education recognizes that students have unique strengths and challenges	9	3.9	4	1.7	3	1.3	104	45.4	109	47.7
Inclusive education promotes equality by ensuring that all students have equal and access to education	7	3.1	5	2.2	1	0.4	57	24.9	159	69.4
Inclusive education encourages parents' participation to create a supportive home-school connection.	3	1.3	4	1.7	7	3.1	83	36.2	132	57.7
educational materials, curriculum, and instructional methods that are accessible and beneficial to diverse learners	1	0.4	7	3.1	5	2.2	60	26.2	156	68.1
Inclusive classrooms employ different teaching strategies, content, and assessments to meet the diverse needs of students	9	3.9	3	1.3	5	2.2	99	43.2	113	49.4
Teachers and school staff need training and support to develop inclusive teaching practices	8	3.5	4	1.7	7	3.1	158	66.4	58	25.3

The accessibility of learning infrastructures, materials, and how all teaching and learning methods facilitate every students regardless of his/her disabilities were other components assessed in this study, 64.2% of all respondents appreciated the programs of inclusive education, by indicating that inclusive education ensures that learning environments, materials, and teaching methods are accessible to all students, 27.0% of all participated respondents accepted positively that learning environments, materials, and teaching methods are accessible to all students in their respective schools with the implementation of inclusive education, 4.4% of all respondents strongly disagreed that learning environment, teaching materials, teaching and learning methods are accessible by every students in their respective schools and 2.2% of all participated respondents indicated that inclusive education cannot promote and ensure learning environments, materials, and teaching methods are accessible to all students while other 2.2% of all respondents refused to show their views on how inclusive education ensures that learning environments, materials, and teaching methods are accessible to all students. This outcomes align with Tanyi (2016) who argued that by providing individuals with disabilities access to education, they can acquire the necessary skills and knowledge to participate in the labour market, thereby contributing to the overall economic development of society.

### 4.2.2. Level of socio-economic development of people with disabilities

The second objective of the study was to investigate the level of socio-economic development of people with disabilities in Rwanda. Researchers used a questionnaire and interview guide for different respondents such as



headteachers, local community leaders and people with disabilities. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their availability and the findings are shown below in Table 7. The second point were focusing on how people with disabilities experience various issues of employment, high unemployment to full-time, stable employment, 69.0% of all respondents accepted strongly that People with disabilities experience various issues of employment, high unemployment to full-time, stable employment., 26.6% of all participated respondents also agreed that people with disabilities experience various issues of employment, high unemployment to full-time, stable employment, 1.3% of all respondents disagreed strongly that People with disabilities experience various issues of employment, high unemployment to full-time, stable employment, 0.9% of all participated respondents disagreed also that People with disabilities experience various issues of employment, high unemployment to full-time, stable employment and 2.2% of respondents were neutral to the statement.

Researcher wanted to understand the real challenges on how education, skills, job type, and access to supportive employment services create income generation and the results are summarized in the table 4.6. The Majority (50.6%) of respondents participated in the study accepted strongly that education, skills, job type, and access to supportive employment services create income generation, 41.4% of all participated respondents agreed strongly that education, skills, job type, and access to supportive employment services create income generation , 3.1% of all respondents indicated that they are not aware on how education, skills, job type, and access to supportive employment services create income generation and 3.5% of all participated respondents disagreed that education, skills, job type, and access to supportive employment services create income generation and 1.8% of all respondents refused to show their side on how education, skills, job type, and access to supportive employment services create income generation.

**Table 7**  
*Level of Socio-Economic Development of People with Disabilities*

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Higher levels of education can lead to better employment opportunities and economic outcomes.	4	1.7	5	2.2	4	1.7	73	31.9	143	62.5
People with disabilities experience various issues of employment, high unemployment to full-time, stable employment.	3	1.3	2	0.9	5	2.2	61	26.6	158	69.0
education, skills, job type, and access to supportive employment services create income generation	7	3.1	8	3.5	3	1.8	116	50.6	95	41.4
People with disabilities are more likely to experience higher poverty rates.	5	2.2	12	5.2	2	0.9	58	25.3	152	66.3
Access to social protection programs, benefits, and support services for promoting socio-economic well-being.	9	3.9	4	1.7	1	0.4	166	72.4	49	21.3
Access to quality healthcare, rehabilitation services, and assistive devices is essential for the well-being for with disabilities.	10	4.4	2	0.9	3	1.3	96	41.9	118	51.5
Inclusive policies and accessible environments contribute to people with disabilities well-being and development.	2	0.9	2	0.9	5	2.2	176	76.8	44	19.2
Legal Protection and Rights is highly needed to the socio-economic development of people with disabilities.	11	4.8	8	3.5	2	0.9	81	35.4	127	55.4

Researcher wanted to know the about the inclusive policies and accessible environments and all respondents accepted and discussed about inclusive policies and accessible environment in Rwanda The majority (76.8%) of all respondents agreed that inclusive policies and accessible environments contribute to people with disabilities well-being and development, 19.2% of all respondents accepted also that inclusive policies and accessible environments contribute to people with disabilities well-being and development, 0.9% of all respondents disagreed strongly that inclusive policies and accessible environments contribute to people with disabilities well-being and development and 0.9% of all respondents disagreed that inclusive policies and accessible environments contribute to people with disabilities well-being and development while 2.2% of all respondents were neutral to the statement on how inclusive policies and accessible environments contribute to people with disabilities well-being and development.

Lastly, the legal protection and rights of people with disabilities is essential component needed for them. The majority (55.4%) of respondents agreed strongly that Legal Protection and Rights is highly needed to the socio-economic

development of people with disabilities, 35.4% of all respondents agreed that Legal Protection and Rights is highly needed to the socio-economic development of people with disabilities, 4.8% of all respondents strongly disagreed that Legal Protection and Rights is highly needed to the socio-economic development of people with disabilities, 3.5% of all respondents also disagreed that Legal Protection and Rights is highly needed to the socio-economic development of people with disabilities while 0.9% all respondents were neutral to the statement of how Legal Protection and Rights is highly needed to the socio-economic development of people with disabilities.

These findings concur with Pope (2012), asserting that individuals involved in rural development characterize economic development as a progression in which individuals, either independently or collaboratively, enhance production for personal consumption and generate a surplus to be sold for monetary gain.

#### 4.2.3 Challenges Encountered by People with Disabilities

Third objective of the study were based on the assessment of the challenges encountered by people with disabilities towards their socio-economic development in Rwanda. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their views and the findings are shown in Table 8.

**Table 8**

*Challenges Encountered by People with Disabilities*

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Inadequate infrastructure in the community is a challenge for people with disabilities.	7	3.1	4	1.7	1	0.4	70	30.7	147	64.1
Lack of trained teachers and inclusive teaching methods in the school.	3	1.3	2	0.9	5	2.2	61	26.6	158	69.0
Shortage of assistive and technological materials to enhance inclusiveness	3	1.3	5	2.2	3	1.3	63	27.5	155	67.7
Employers have misconceptions about the capabilities and potentials of people with disabilities.	10	4.4	2	0.9	4	1.7	130	56.8	83	36.2
Discrimination and stigma on labour market and limited employment opportunities.	4	1.7	21	9.2	9	3.9	59	25.8	136	59.4
Lack of financial inclusion and access to credit, loans and savings, and other financial resources for entrepreneurial ventures	9	3.9	4	1.7	1	0.4	166	72.4	49	21.3
Limited access to vocational training programs for people with disabilities can impede their ability to acquire marketable skills.	9	3.9	3	1.3	3	1.3	68	29.7	146	63.8
The lack of accessible healthcare facilities and their associated costs create significant barriers to overall well-being of people with disabilities	10	4.4	5	2.2	5	2.2	147	64.2	62	27.0

Researcher wanted to know about assistive and technological materials to enhance inclusiveness and the majority (67.7%) of all respondent participated in the study agreed strongly that there are Shortage of assistive and technological materials to enhance inclusiveness, 27.5% of all respondents participated in the research agreed that there are Shortage of assistive and technological materials to enhance inclusiveness, 1.3% of all respondents disagreed that there are Shortage of assistive and technological materials to enhance inclusiveness, 2.2% of all respondents disagreed that there are Shortage of assistive and technological materials to enhance inclusiveness while 1.3% of all respondents refused to show their views on the Shortage of assistive and technological materials to enhance inclusiveness.

The researcher wanted to know if the employers have misconceptions about the capabilities and potentials of people with disabilities. The majority (56.8%)of respondents agreed that Employers have misconceptions about the capabilities and potentials of people with disabilities, 36.2% of all respondents participated in the study also agreed strongly that Employers have misconceptions about the capabilities and potentials of people with disabilities, 4.4% of all respondents participated strongly disagreed that Employers have misconceptions about the capabilities and potentials of people with disabilities, 0.9% of all respondents disagreed that Employers have misconceptions about the capabilities and potentials of people with disabilities while 1.7% of all respondents refused to show their views of the Employers' misconceptions about the capabilities and potentials of people with disabilities.

Other points assessed were based on how discrimination and stigma on labour market and limited employment opportunities, the majority (59.4%) of all participated respondents accepted strongly that discrimination and stigma on labour market and limited employment opportunities, 25.8% of all respondents accepted positively that discrimination

and stigma on labour market and limited employment opportunities, 1.7% of all participated respondents disagreed strongly that discrimination and stigma on labour market and limited employment opportunities, 9.2% of all respondents disagreed too that discrimination and stigma on labour market and limited employment opportunities while 3.9% of all respondents indicated that they are not aware to respond on the how discrimination and stigma on labour market and limited employment opportunities.

These outcomes correspond to Pieterse (2001) who observed that people with disabilities may face discrimination, social exclusion, and stigma, which can have a negative impact on their mental health and wellbeing. Inclusive education can help to address these issues by promoting a culture of respect and inclusion, and challenging negative attitudes and stereotypes.

#### 4.2.4 Linkage of Inclusive Education and Socioeconomic Development

Fourth objective of the study were based on the assessment of the relationship between inclusive education and socioeconomic development of people with disabilities in Rwanda. Here, respondents were required to show their perceptions by indicating the extent to which they agreed with the statements given as; SA (1) for Strongly Agree, A (2) for Agree, N (3) for Neutral, D (4) for Disagree and SD (5) for Strongly Disagree. Several items in the questionnaire were presented to the respondents to rate their views and the findings are shown in Table 9 and all results were focused on the relationship between inclusive education and socioeconomic development specifically in Rwanda.

**Table 9**

#### *Linkage of Inclusive Education and Socioeconomic Development*

Statements	SD		D		N		A		SA	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Inclusive education serves as a foundation for the socio-economic development of people with disabilities.	10	4.4	2	0.9	3	1.3	96	41.9	118	51.5
inclusive education equips individuals with knowledge, skills, and competencies necessary for personal growth and employment	3	1.3	4	1.7	7	3.1	83	36.2	132	57.7
Inclusive education expands the educational opportunities available to people with disabilities	4	1.7	21	9.2	9	3.9	59	25.8	136	59.4
Inclusive education promotes a culture of acceptance, understanding, and inclusion within schools and communities	10	4.4	2	0.9	4	1.7	130	56.8	83	36.2
Inclusive education is beneficial for accessing employment opportunities, entrepreneurship, mentorship, and community support	10	4.4	5	2.2	5	2.2	147	64.2	62	27.0

Inclusive education can be taken as package of knowledge, skills, and competencies necessary for personal growth and employment. The majority (57.7%) of respondents strongly agreed that inclusive education equips individuals with knowledge, skills, and competencies necessary for personal growth and employment, 36.2% of all respondents participated in the study also agreed that inclusive education equips individuals with knowledge, skills, and competencies necessary for personal growth and employment, 1.3% of all respondents stated strongly that inclusive education do not equips individuals with knowledge, skills, and competencies necessary for personal growth and employment, 1.7% of all respondents participated in the study indicated and confirmed that inclusive education do not equips individuals with knowledge, skills, and competencies necessary for personal growth and employment while 3.1% of all respondents refused to show their side of responses based on how inclusive education equips individuals with knowledge, skills, and competencies necessary for personal growth and employment.

#### 4.2.5 Correlation Analysis

This research focused on two variables: independent variables, represented by inclusive education and dependent variables, represented by socioeconomic development. The primary aim was to understand the correlation between these two variables and establish a regression analysis model. Table 10 in the study revealed a strong relationship between inclusive education and socioeconomic development in Rwanda. This relationship was substantiated by a Pearson correlation coefficient ( $r$ ) of 0.932, which was associated with a statistically significant  $p$ -value of 0.000 for a two-tailed test. This suggests a highly positive and statistically significant association between well-implemented inclusive education and socioeconomic development in Rwanda.

**Table 10**  
**Correlations of variables**

Statements		Inclusive Education	Socioeconomic Development
inclusive education	Pearson Correlation	1	.932**
	Sig. (2-tailed)		.000
	N	264	264
socioeconomic development	Pearson Correlation	.932**	1
	Sig. (2-tailed)	.000	
	N	264	264

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

**Table 11**  
*Regression Analysis Model Summary<sup>b</sup>*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.932 <sup>a</sup>	.948	.0.868	.45764	.398

a. Predictors: (Constant), inclusive education

b. Dependent Variable: socio economic development

The findings presented in Table 11 indicate that all variables are consistent with socioeconomic development, which is influenced by different aspects of inclusive education. This is evidenced by the regression analysis model, where the R-squared value of 0.868 suggests that inclusive education significantly contributes to enhancing socioeconomic development in Rwanda.

## V. CONCLUSION & RECOMMENDATIONS

### 5.1 Conclusion

This study has provided a comprehensive overview of inclusive education programs effect on socioeconomic development in Rwanda. In conclusion, all the respondents consistently emphasized the necessity of implementing various inclusive education practices to facilitate the socioeconomic development of people with disabilities in Rwanda. The research highlighted that the effective utilization of these inclusive education practices can significantly contribute to the ease and speed of socioeconomic development of people with disabilities in Rwanda. Furthermore, the fourth objective of the study demonstrated a strong and positive correlation between inclusive education and socioeconomic development of people with disabilities in Rwanda. The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.

### 5.2 Recommendation

The research findings have led to the following recommendations:

Family should encourage disabled member to participate in social and economic activities so that they can improve confidence level and it is advisable for the government to establish a policy regarding the implementation of inclusive education in both public and private educational schools. This policy should ensure consistent and effective provision of qualified teachers in inclusive education, provision of all-inclusive resources across all schools. Teachers should diversify their teaching methods to make lessons more engaging and effective for students. Some teaching approaches may not be conducive to effective learning, so methods that involve students in practical activities and participation tend to be more suitable and beneficial. Ministry of education and ministry of local government should establish a clear channel to facilitate people with disabilities to integrate them on labor market for the purpose of socio economic development of PWD. Local community leader are advised to establish clear awareness campaign on the capabilities and potentials of people with disabilities towards country developments and the community in general

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