

Abuse And Neglect of Children With Disability As One of The Causes of Drop Out of School In Gatebe Sector, Burera District

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Received Date: 05 June 2021

Revised Date: 10 July 2021

Accepted Date: 21 July 2021

ABSTRACT

The present study, “Abuse and neglect of abuse and neglect of children with disabilities as one of the causes of school drop out of school in Gatebe sector,” intended to examine to what extent do abuse and neglect of children with disabilities contributes to their drop out of school in Gatebe Sector and improving the community awareness about abuse and neglect of children with disabilities. Three objectives were addressed by the study, which was: To establish the effects of abuse that cause drop out of school in Gatebe sector among the children with disabilities. To investigate the effect of neglect of children with disabilities to their drop out of school, and to find out measures and strategies with the community to prevent abuse and neglect of children with disabilities. Different sampling techniques were used to get a sample size of 64 respondents from a population size of 181 respondents, such as purposive sampling, stratified random sampling, and simple random sampling techniques. The instruments of collecting data were questionnaires and an interview guide. The research is a convergent parallel design or a combined research design as it involves simultaneously collecting both quantitative and qualitative data, merging the data, and then uses the results to understand a research problem. The study revealed that children with disabilities were abused physically, emotionally, sexually, and psychologically whereas they experienced physical, emotional, educational, environmental, inadequate supervision, and medical neglect. Consequently, learners with disabilities become physically, emotionally, cognitively, psychologically, and behaviorally negatively affected and drop out of school. Half of the children with disabilities have dropped out of school due to abuse and neglect experienced by their families, at school, and community in general. Based on findings, families and the community, in general, had the will to abolish and preventing abuse and neglect of children with disabilities; however, they were facing challenges that hinder their attempts. To prevent abuse and neglect, the strategies and measures were suggested by respondents. The researcher suggested some recommendations in order to minimize the effects of abuse and neglects on CWDS dropout.

Keywords: abuse, neglect, children, disability, school, dropout.

I. INTRODUCTION

According to WHO (1999), child abuse comprises physical, sexual, emotional abuse, neglect, or other exploitation causing danger to the health, physical growth, feelings, and social relations.

Globally more than 500 million people present any one of the types of disability, including visual impairment, hearing impairment, psychiatric disability, cognitive disability, and physical disability. Statistical findings show that the presenting natural or acquired impairment does not mean abnormality (UNICEF, 2007).

Children with disabilities, like others, have aspirations, wishes, missions, vision, curiosity, and hope of having a bright future. But they face persistent social barriers such as discrimination, stigma, prejudice, and other different forms of violence, which are seen as limits to their education and health care worldwide (UNFPA, 2018).

The Rwandan community has made a significant effort in protecting CWDS from abuse and neglect. In spite of efforts made for ratifying the “Universal Convention on the Rights of the Child (CRC) in 1990, and “the Convention on the Rights of Persons with Disabilities on December 15, 2008, CWDS are always abused, discriminated as well as excluded in all sector and entities of society (Ingrid Lewis, 2010)

Therefore, like elsewhere, in Rwanda, children with disabilities are considered as a burden or an evil spell on a family and society in which they live. Prejudice, ignorance, discriminatory attitudes, and misconception about their capacities and intelligence make many of them be excluded. The research conducted in Rwanda about maltreatment and abuse of children has shown that the CWDS are more likely to experience violence than those without disabilities (MoH, 2018).

A study conducted by Sarah in 2012 in Rwanda on VSO Rwanda disability program overview has shown that although CWDS has been admitting mainstreaming schools, their needs are not recognized and satisfied, which leads to school dropout. Research conducted by Sagahutu



in Rwanda on barriers to school attendance among children with Disabilities in 2008 revealed that 85% of learners with disabilities dropped out of school due to abuse and neglect

Thematic Report of NISR entitled "Socio-economic characteristics of persons with disabilities," published in January 2014, showed that there were 554 kids with disabilities in the Gatebe sector from 549 families. 31.3% of them enrolled in schools, while 68.7 did not get enrolled in schools. The rate of dropouts in children with disabilities in the Gatebe sector was 8.9%, whereas the rate of dropouts in children without disabilities was 7.1%.

Children with disabilities in different parts of Rwanda as a country are still abused and neglected. They are experiencing physical violence, sexual harassment, emotional violence, unfair treatment and exclusion in the household, and discriminatory attitudes. These which are painful have effects on their cognitive functioning and emotional health (MoH, 2018)

The present study, therefore, tends to identify the role played by abuse and neglect on school dropout of children with disabilities in the Bureru District, Gatebe sector.

II. LITERATURE REVIEW

A. Types of abuse whose effects lead to drop out of school

The WHO (1999), Lundin, Monika, and Wesslund (2016), after analyzing the definition of abuse, have identified the following types of abuse: physical abuse, emotional abuse, sexual abuse, and neglect

Caroline, Evans, and Burton (2013) revealed that maltreatment against CWDs combines abuse and neglect as their forms. They distinguished any five categories of maltreatment, such as physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect.

Taner and Gokler (2004), based on analyzes of different types of caring of kid, origins, and impacts on the child, they categorized abuse into physical, sexual, economic, or emotional abuses.

Paula (2016) categorized abuse of CWDs into physical abuse, emotional abuse, sexual abuse, and psychological abuse. For him, one type may be the cause of the other. For example, sexually abused CWDs may be emotionally, physically, or psychologically abused as the effects of being sexually abused.

Higgins and McCabe (2001) explained that there was more than one type of abuse of a child with disabilities. For them, those types of abuse are influenced by one another. They enumerated four types, such as sexual abuse, physical abuse, psychological abuse, and neglect. All these are influenced or combined with one another.

B. Types of neglect whose effects lead to drop out of the school of children with disabilities

Most parents neglect their children because of not being aware of their responsibilities towards their kids, especially those with disabilities. For instance, provision of basic needs including health care, balanced diet,

secured environment, house for living in and education for preparing bright future (UN, 2010).

According to Save the children findings from the study on violence against children in and around schools in the research conducted in Rwanda from 2006-2014, respondents mentioned very little cases of neglect, such as medical, educational, and environmental neglect (Lundin & Wesslund, 2016)

Scott (2014) and Gaudin and the U.S. Department of Health and Human Services (1993) categorized neglect as one of the types of maltreatment. He divided neglect into sub-types. The most important sub-types he applied to describe neglect in literature are: supervisory neglect, physical neglect, medical neglect, emotional neglect, abandonment or expulsion, and educational neglect.

Dubowitz (2013) exposed other types of neglect which are related to new knowledge of well raising a child. For instance, exposing CWDs in a car to drugs or alcohol, allowing CWDs to get access to guns.

Other experts have tried to categorize neglect according to its manifestation and effects. They have distinguished any five types of neglect such as physical, medical, inadequate supervision, environmental and educational neglect (Deplanfilis, D. 2006).

For Taner and Gokler (2004), there are two types of neglect that may have an influence on medical services, social living styles, and economic activities. Those types are physical and emotional neglects

C. Effects of Children with disability abuse that lead to dropping out of school.

Sexual abuse of children with disabilities

The research conducted by Handicap International and Save the children in four African countries," Out from shadows: Sexual abuse against CWDs," revealed that CWDs were subjected to sexual abuse even if most of them were unaware of this. The majority of respondents viewed that sexual abuse is characterized by penetration of sex only. While there are others like pornography, incest, touching, and sexual threatens. (Shields, M et al., 2016)

For example, the result of two studies of McGee et al. (2002) in Ireland showed that 20 percent of all girls had been sexually abused with physical contact while 10 percent had been abused in non-contact and 16% of men had been abused with physical contact while 7 percent had been abused in non-contact. CWDs are vulnerable to being sexually abused not only in families, way to or from school, but also in special centers or in congregate settings separated from their families, meet with caregivers, and are. (McGee, Garavan, de Barra, Byrne, & Conroy, 2002)

According to UNICEF (2005), CWDs are sold into prostitution by their own parents or guardians due to poverty and absence of alternatives, and some of CWDs are sold without knowing what happens to them because of

the level of their disability, which can be profound made them unable to ask help.

In Thailand, girls with hearing impairment are preferred by proprietors of houses where girls are sold as sex players. The reason for being chosen is based on their disability of being unable to communicate their problems and leave from the areas where they are, the people who have to help them are ignorant about sign language (UNICEF, 2005).

In Taiwan, the findings of research done by UNICEF (2005) confirms that children with profound developmental disabilities are used in prostitution on a great number, where the researcher estimates that are six times more than those could come from the whole population

In Kosovo, persons in charge of helping people with mental problems reported that young girls with mental disabilities are given freedom of getting out in condition of accepting being sold as prostitutes. The young girls and boys are maintained in different institutions until they become mature for being sold as prostitutes (UNICEF, 2005).

In Rwanda, many children live under objective poverty such that they are vulnerable to sedition to sexual activities hence defilement. This is done in the form of child prostitution. Many girl-children have found prostitution as a mode of survival. It is either on their own account nor forced into prostitution by seeming guardians (UNICEF, 1997).

According to VNR (2019), Rwandans, around 32 percent of the whole population, live below the poverty line. Under such poverty, many parents send their daughters for early marriages to gain cows and money for surviving a few days. These girls suffer from domestic violence and poverty because they are forced to marry as second or third wives and are often abandoned once their husbands take another wife. The most affected by early marriage are girls in comparison with boys. By estimation 15 million get married under 18 years old. This marriage immediately is followed by leaving from school as they are less educated with few skills their families are at risk of living in poverty (Theirworld, 2017).

Physical abuse of children with disabilities

The results from a study conducted by Save the children on violence against children in and around schools revealed that physical abuse in the form of beating by parents/ guardians or teachers is more frequent and pinching, scratching, or throwing small objects by friends (Lundin & Wesslund, 2016)

Ministry of Health in Rwanda, in his research on violence against children and youth with Disabilities in institutional settings performed in 2018, found that physical abuse was the most frequent abuse experienced with CWDs. The findings estimated 4 out of 10 young boys and 6 out of 10 young girls (adolescents) were facing different kinds of physical violence, including kicking, punching, heating, beating, burning, hitting, throwing, chucking, throwing,

stabbing before the age 18 by peers and parents (MoH, 2018)

Emotional abuse of children with disabilities

Children with disabilities face different kinds of abuse emotionally, such as a lack of love from parents, caregivers, and neighbors without forgetting unsatisfied physical needs. Some parents and caregivers, instead of providing love, affection, security, reinforcement for any positive behavior, and guidance to their CWDs, always accusing, criticizing, threatening, and harassing them verbally, which damages children (Hobart and Frankel, 2001).

Nayak (2008) and Bert Massie, chairperson of the UK disability rights commission (2006), defended the results from their researches on the attitude of parents and teachers towards inclusive education, which indicated that attitudes of parents and teachers towards CWDs were the major obstacles to full integration of CWDs in society. These are seen in the form of pity, stereotype, fear, and low expectation towards CWDs about their skills, knowledge, and their participation and contribution. Consequently, learners with disabilities become unhappy and unsecured; hence, they decided to stop enrolling in school prematurely

In Rwanda, the study on violence against CYWDs in institutional settings conducted by the Ministry of Health in Rwanda shows that 12 percent of women and 17 percent of young men between 18 - 24 years old have experienced emotional violence before 18 years. This justifies the second position of emotional as frequent forms of abuse in Rwanda, particularly among the young children who participated in the study. In their daily life, CWDs are characterized by discrimination, social exclusion, stigmatization, cruel and dehumanization, which expose them to emotional abuse (MoH, 2018)

Psychological abuse of children with disabilities

Physical abuse, especially frequent use of corporal punishment, may lead to the development of anxiety, depression, low self-esteem, absence of confidence, impatience, anti-social behavior, aggressiveness, and other inappropriate behavior for CWDs (Straus, 1991)

A child is psychotically and socially negatively affected because of being punished before the rest of class by a teacher or in public by parents or caregivers. Psychological abuse was exposed by some of the interviewers in the study conducted by MoH in Rwanda. The CWDs showed that they were psychologically abused through verbal abuse, harassment, and discrimination in public areas. For example are being called akamuga, Ruhuma, gacumba, nyamweru, ibiragi, etc. (MoH, 2018).

In the study conducted in Rwanda by Save the children, "Global study on violence against children in and around schools", respondents reported psychological abuse from teachers who use unpleasant or abusive words that annoy learners, throwing violently, insulting and labeling and

bullying by teachers, parents, and peers who abuse children psychologically. (Lundin & Wesslund, 2016)

The results from the research on the link of dropout of high school to child abuse found that women from college who have met with a combination of more than one form of abuse were more likely to drop out from colleges. For men, the highest dropout was found to those who have experienced both child abuse and community violence (Duke University, 2017)

D. The effects of neglect of children with disabilities that lead to dropping out of school

Physical neglect

Physical neglect means a failure in providing to a child with a disability or other children, in general, the basic needs. It covers chasing away, failure of providing a balanced diet, sanitation problems, failure to provide security, and lack of awareness about child's welfare. Consequently, physical neglect leads to bad behavior as drug abuse, prostitution, alcoholism, and street vandalism (Depanfilis, D.2006)

For Scott (2014) and Gaudin and U.S. Department of Health and Human Services (1993), Physical neglect is marked by an inability to satisfy the basic needs of a child like food, shelter, clothes.

In most developing countries, girls in the menstruating period are marked by absenteeism which ends up with dropping out due to a lack of hygiene facilities, sanitary supplies, water, and separate toilets for girls and boys (Theirworld, 2017)

A long-distance or safe journey from or to school is another source of leaving school for children with disabilities. In developing countries bridges are broken, the school are too far, in mountainous areas which speed up school dropout (Theirworld, 2016)

Medical neglect

Medical neglect is manifested by the parent's and guardians' denial or delay of health care. For instance, a child who can't get appropriate preventive medications such as dental care, mental health care, not respecting the medical recommendations, not observing care for a sick child with disabilities (Depanfilis, D. 2006).

Scott (2014) and Gaudin and U.S. Department of Health and Human Services, (1993), medical neglect, parents or guardians fail to provide medical services to CWDs. Most of the time, this failure is associated with cultural and religious beliefs.

Inadequate supervision

Inadequate supervision includes: absence of appropriate supervision of a child with disabilities, exposing a child with disabilities to hazards like poisons, electrical wires, smoking, guns, animals, etc., (Depanfilis, D. 2006). Gaudin and U.S. Department of Health and Human Services (1993) and Scott (2014), Supervisory neglect is

featured by inattention and may cause injury, sexual abuse, and dangerous behavior.

Environmental neglect

Most forms of neglect are found in environmental neglect. Environmental neglect is featured absence of security in the environment and wealth. The surrounding of the child with disabilities should be free from any harmful products or things. (Depanfilis, D. 2006)

According to Ballantine (1993) and Allan (1997), extreme poverty is blamed for being the chief factor of school dropout. He described how poverty leads to a prolonged illness, lack of a balanced diet, absenteeism, lack of trained teachers, overcrowding in classrooms, insufficient textbooks and school materials, inefficient curricula, among others.

Woolley and Grogan (2006) explained how disability and SEN might lead to dropping out of school for CWDs. He indicated that CWDs met with various barriers such as physical barriers including inaccessible buildings for learners in wheelchairs, toilets, buildings without lifts and elevators to facilitate easy circulation around buildings, venues which are inappropriate, location of school which is too far or difficult to be accessed, lack of playground for all children, paved pathways and stigmatization by parents and teachers. Consequently, CWDs feel uncomfortable and become at risk of dropping out of school.

Poverty and unemployment in families increase due to natural disasters like earthquakes, diseases, and floods put girls at higher risk of early marriage or prostitution. Families become unable to send their girls to school because their financial means have been ruined, hence dropping out. (Theirworld, 2017)

Emotional neglect

Emotional neglect is the neglect that presents more severe and long-lasting effects and the most difficult to be assessed than other types of neglect. Emotional neglect includes inadequate nurture or affection, abuse of mother in the face of a child, allowing a child to use dangerous drugs, permitted delinquency without forgetting isolation. (Depanfilis, D. 2006 and (Gaudin and U.S. Department of Health and Human Services, 1993).

UNESCO (2011) revealed lack of support from parents or rejection/ neglect by one or both parents or guardians as another cause of school dropout. This event affects CWDs psychologically and develops anxiety and depression because of losing love from parents. Consequently, he/she discontinues her/his schooling

Girls are discriminated against and are dropping out of school absolutely due to being girls. Girls from a poor family, living in rural areas or experiencing disabilities has little chance of continuing their education or getting an appropriate education (Theirworld, 2017)

Educational neglect

Despite state efforts to meet certain requirements regarding the education of children with disabilities, different forms of educational neglect are still there, such as: permitting habitual truancy, failure to accommodate a child with disabilities, low value given to special educational needs (Depanfilis, D. 2006).

For Scott (2014), Depanfilis (2006) and (Gaudin and U.S. Department of Health and Human Services, 1993), Educational neglect is characterized by the inability to give all necessities to CWDs to enroll in school, participating in the education system which may cause remaining at home or drop out of school for CWDs. For example, lack of tools and school materials.

Mukhopadhyay et al. (2012) revealed that untrained teachers on ways of supporting learners with SN become one of the causes of school dropout. Those teachers are unable to plan appropriately and identify children with difficulties in learning. As a result, due to a lack of special and appropriate help and discrimination, learners with disabilities tend to drop out of school.

Jha (2002) discussed the role of inflexible curriculum on school dropout. He indicated that teachers who are inflexible, unable to individualize learning, adapting the rate of learning for each learner, and modify methods and techniques in order to satisfy the needs of each learner form a barrier to learning of CWDs. For him, CWDs have faced obstacles before enrolling in school; at school, they are facing walls of curriculum, and they will face barrier examinations to get success. As a result, CWDs are discouraged and prefer to drop out of school.

Abandonment

CWDs remain alone for an excessive period of time after being left by caregivers without providing a substitute. The substitute should be mature enough and well-behaved for providing appropriate education to the children. (Scott, 2014 and Gaudin and U.S. Department of Health and Human Services, 1993)

Most children abandoned are forced to live or work in the streets, where they become victims of exploitation and abuse. It is not easy to continue their studies or enrolling schools because of struggling to help themselves. (Theirworld, 2018)

III. METHODOLOGY

This section involves the study area, research design, sampling techniques, sample size, data collection techniques, and data analysis.

The study was conducted in one sector, which was the Gatebe sector located in Northern Province, Burera district. Gatebe sector has been selected due to unverified or unproved information on the causes of a great number of CWDs who have dropped out of school in Gatebe, where abuse and neglect were prompted as a cause of that dropout.

About research design, this study is a convergent parallel design or a combined research design as it involves simultaneously collecting both quantitative and qualitative data, merging the data, and then uses the results to understand a research problem. A sample size of 64 respondents has been investigated made by 25 Parents of CWDs who have dropped of school, 25 CWDs who have dropped out of school, 6 representatives of PWDs in the Gatebe sector, and 8 local leaders. Random sampling techniques have been used in selecting respondents to be involved in the sample.

About data collection instruments, the researcher has distributed questionnaires to the parents of CWDs who have dropped out of the school and CDWs who have dropped out of school while representatives of PWDs in the Gatebe Sector and local leaders have been interviewed. Data collected have been analyzed using SPSS version 22.0, where data have been coded, edited, and tabulated.

IV. FINDINGS

This section focuses on the findings of the effects of abuse that cause dropout of school in the Gatebe sector as well as the effects of neglect of CWDs to drop out

Table 1: The consequences of abuse that cause drop out of school in Gatebe sector among the children with disabilities

| Items n = 64 | Responses | | | | | | | | | |
|---|-----------|---|----|------|---|-----|----|------|----|------|
| | SD | | D | | N | | A | | SA | |
| | F | % | F | % | F | % | F | % | F | % |
| 1 Slapping, beating, kicking, and biting are physical abuse whose consequences lead to dropout for children with disabilities | - | - | 14 | 21.9 | 6 | 9.4 | 35 | 54.4 | 9 | 14.1 |
| 2 Punching, burning, stubbing, and shaking are physical abuse whose consequences lead to dropout for children with disabilities | - | - | 12 | 18.8 | 3 | 4.7 | 33 | 51.6 | 16 | 25.0 |
| 3 Disarrangement, criticism, and threats are emotional abuse whose consequences lead to dropout for children with disabilities | - | - | 10 | 15.6 | - | - | 41 | 64.1 | 13 | 20.3 |
| 4 Ridicules, labeling, shaming, and belittling are emotional abuse whose consequences lead to dropout for children with | - | - | 18 | 28.1 | 1 | 1.6 | 29 | 45.3 | 16 | 25.0 |

| | | | | | | | | | | | |
|---|---|---|---|----|------|---|---|----|------|----|------|
| | disabilities | | | | | | | | | | |
| 5 | Touching, fondling, and raping is sexual abuse whose consequences lead to drop out of children with disabilities | - | - | 14 | 21.9 | - | - | 35 | 54.7 | 15 | 23.4 |
| 6 | Incest, defilement, early forced marriage, and being forced into prostitution are sexual abuse whose consequences of dropping out of children with disabilities | - | - | 13 | 20.3 | - | - | 34 | 53.1 | 17 | 26.6 |
| 7 | Verbal abuse and harassment are psychological abuse whose consequences lead to drop out of children with disabilities | - | - | 11 | 17.2 | - | - | 35 | 54.7 | 18 | 28.1 |
| 8 | Discrimination and labeling are psychological abuse whose consequences lead to drop out of children with disabilities | - | - | 12 | 18.8 | - | - | 34 | 53.1 | 18 | 28.1 |

Source: Primary data, author’s computation using SPSS 22.0, October 2020

Concerning the consequences of abuse that cause drop out of school in the Gatebe sector among the children with disabilities, the respondents in table 1 indicated that slapping, beating, kicking, and biting are physical abuse whose effects lead to dropout for children with disabilities as it has been agreed by the majority of the respondents (54.4%), and strongly agreed by 14.1% of the respondents. About whether punching, burning, stubbing, and shaking are physical abuse with effects that lead to dropout for children with disabilities, the majority of respondents (51.6%) agreed with the statement, and 25.0% of the respondents strongly agreed.

During the interview, one local leader said, “there are different forms of abuse of children with disabilities that occurs in Gatebe sector under the type of physical abuse, some children are being slapped, punched, beaten, kicked, sometimes bitten and burnt, stabbed and shaken. He continued saying that physical abuse affects the physical structure of CWDs and if persists, it harms him or her psychologically, emotionally and cognitively”.

Disarrangement, criticism, and threats are emotional abuse whose effects lead to dropout for children with disabilities, as has been confirmed by a great number of the respondents (86.4%). Concerning whether ridicules, labeling, shaming, and belittling are emotional abuse

whose impacts lead to dropout for children with disabilities, 70.3% of the respondents supported the statement.

The effects of emotional abuse on school dropout have been confirmed by the interview where one representative of CWDs said that CWDs face criticisms, threats, ridiculous as they are called names and belittled, which affect them emotionally hence leaving from school.

The respondents highly confirmed that touching, fondling and raping, incest, defilement, early forced marriage, and being forced into prostitution is sexual abuse whose effects lead to dropout for children with disabilities (>65%). One local leader during the interview said that CWDs are touched by the abusers, fondled, raped, met with incest, forced to marry early in the Gatebe sector.

Verbal abuse and harassment, discrimination, and labeling are psychological abuse whose impacts lead to the dropout of children with disabilities, as confirmed by the majority of the respondents (81.1%). This has also been confirmed by the interviewed local leaders who said that CWDs are psychologically abused, verbally harassed, and discriminated against publically.

Table 2: The effect of neglect that causes drop out of school in Gatebe sector among the children with disabilities

| | Items n = 64 | Responses | | | | | | | | | |
|----------|---|-----------|-----|----|------|---|-----|----|------|----|------|
| | | SD | | D | | N | | A | | SA | |
| | | F | % | F | % | F | % | F | % | F | % |
| a | Physical neglect | | | | | | | | | | |
| 1 | Refusal or delay in seeking health care, Abandonment, and Expulsion from home are physical neglect that causes dropout for children with learning difficulties | - | - | 2 | 3.1 | 4 | 6.3 | 31 | 48.4 | 19 | 29.7 |
| 2 | Denying to a runaway to go back home and Insecurity are physical neglect that causes dropout for children with learning difficulties | 2 | 3.1 | 10 | 15.6 | 6 | 9.4 | 30 | 46.9 | 16 | 25.0 |
| b | Emotional neglect | | | | | | | | | | |
| 3 | Failure to provide affection /care, allowing CWDs to use drugs or alcohol, and Isolation are emotional neglect that causes dropout of children with learning difficulties | - | - | 13 | 20.3 | 6 | 9.4 | 28 | 43.8 | 16 | 25.0 |
| c | Educational neglect | | | | | | | | | | |

| | | | | | | | | | | | |
|-----------|--|---|-----|----|------|---|------|----|------|----|------|
| 4 | No to register a CWDs at required school-age by rule are educational neglect that causes dropout for children with learning disabilities | - | - | 14 | 21.9 | 8 | 12.5 | 26 | 40.6 | 16 | 25.0 |
| 5 | Inability to attend a special education school and Allowance of chronic truancy is educational neglect that causes dropout for children with learning disabilities | - | - | 12 | 18.8 | 7 | 10.9 | 28 | 43.8 | 16 | 25.0 |
| D | Environmental neglect | | | | | | | | | | |
| 6 | Absence security and Absence of wealth are educational neglect that causes dropout for children with learning disabilities | - | - | 13 | 20.3 | - | - | 34 | 53.1 | 16 | 25.0 |
| e | Inadequate supervision neglect | | | | | | | | | | |
| 7 | The absence of appropriate supervision and Exposed to hazards are inadequate supervision that leads to dropout for children with learning disabilities | - | - | 11 | 17.2 | 8 | 12.5 | 28 | 43.8 | 17 | 26.6 |
| 8 | Exposing a CWDs to drug or alcohol use is inadequate supervision that leads to dropout for children with learning disabilities | - | - | 11 | 17.2 | 8 | 12.5 | 28 | 43.8 | 17 | 26.6 |
| f) | Medical neglect | | | | | | | | | | |
| 9 | Denial of health care are Medical neglect that leads to dropout for children with learning disabilities | 1 | 1.6 | 10 | 15.6 | 7 | 10.9 | 28 | 43.8 | 18 | 28.1 |
| 10 | The absence of care in case of sickness is Medical neglect that leads to dropout for children with learning disabilities | - | - | 11 | 17.2 | 9 | 14.1 | 30 | 46.9 | 14 | 21.9 |
| g) | Abandonment | | | | | | | | | | |
| 11 | Being left by caregivers without providing the substitute | | | 2 | 3.1 | 4 | 6.3 | 31 | 48.4 | 19 | 29.7 |

Source: Primary data, author’s computation using SPSS 22.0, October 2020

Examination of data from respondents shows that the forms of neglect are classified into seven categories such as physical neglect, emotional neglect, educational neglect, environmental neglect, medical neglect, abandonment, and inadequate supervision. This has been confirmed by respondents through questionnaires as well as a key informant during the interview.

About the effect of neglect that causes drop out of school in the Gatebe sector among the children with disabilities, the majority of respondents (78.1%) support the statement that refusal or delay in seeking health care, abandonment, denying to run away to go back home and insecurity and expulsion from home are physical neglect that causes dropout for children with disabilities.

The interviewed local leader confirmed that concerning physical neglect, and there is a delay in seeking medical services, some CWDs are abandoned and expelled from home; for this reason, they are not totally properly secured from dangers.

Concerning whether failure to provide affection /care, allowing CWDs to use drugs or alcohol, and isolation are emotional neglect that causes dropout of children with disabilities, the respondents confirmed the statement on a high level.

No to register a CWDs at required school-age by rule are educational neglect that causes dropout for children with disabilities, has been confirmed by the respondents as it has been agreed by 40.6% of the respondents and strongly agreed by 25.0% of the respondents.

The findings indicated that the inability to attend a special educational school, absence of security, and absence of wealth and allowance of chronic truancy are educational neglect that causes dropout for children with disabilities; this has been confirmed by the majority of the respondents (68.8).

Educational neglect has also been mentioned by one interviewed representative of CWDs who said that children with disabilities are sometimes not enrolled in school on time, and some of them fail to attend a special education school.

The absence of appropriate supervision and exposure to hazards are inadequate supervision that leads to dropout for children with disabilities as it is agreed by 43.8% of the respondents and strongly agreed by 26.6% of the respondents. During the interview, two local leaders pointed out that inadequate supervision, neglect, and lack of appropriate supervision lead CWDs to be exposed to

hazards, drugs, and alcohol hence, drop out of the school of children with disabilities.

Denial of health care, absence of care in case of sickness are medical neglect that leads to dropout for CWDs, as has been confirmed by the majority of respondents (71.9%). s. This was also mentioned by some interviewees by saying that absence of medical care, medical insurance, and medical follow-up for CWDs are some indicators of medical neglect for these CWDs in the Gatebe Sector.

V. RECOMMENDATION

The recommendations of this study are addressed to all stakeholders who must actively aim to address this situation, as without the concerted efforts of all parties' CWDs dropout caused by neglect and abuse could not be addressed. In this context, the following recommendations have been suggested:

- ✓ The government should strongly punish the abusers
- ✓ The Community should be sensitized and informed about the rights of CWDs, laws, and rules protecting the CWDs
- ✓ The government should mobilize funds for supporting poor CWDs in their education.
- ✓ The school's environment should be improved for catering CWDs,
- ✓ The government should provide more pieces of training to the representatives of CWDs
- ✓ The government should provide multi-disciplinary teams like nurses, psychologists, special educators, etc., to the families of children with disabilities.
- ✓ The government should fight against drug abuse and violence to CWDs
- ✓ The government should make languages used by CWDs official so that they can communicate easily with other people
- ✓ The community should develop the integration of CWDs by involving them in some activities and events like sport, clubs, etc.
- ✓ The community environment in terms of building systems should be catered CWDs,
- ✓ The teachers should not consider children with learning disabilities to have difficulties in academic achievements
- ✓ Parents should encourage their children to create a vision of their future.
- ✓

VI. CONCLUSION

The study revealed that CWDs were abused physically, emotionally, sexually, and psychologically whereas they experienced physical, emotional, educational, environmental, inadequate supervision, abandonment, and medical neglect. Consequently, learners with disabilities become physically, emotionally, cognitively, psychologically, and behaviorally negatively affected. As a result, they drop out of school.

The study concludes by saying that learners with disabilities are not comfortable with the way they are treated by their families and community in general. The measures taken to eradicate abuse and neglect as one of the causes of dropout were ineffectively put in practice in the Gatebe sector, hence the high rate of drop out of the school of CWDs.

All the above pieces of evidence indicate that abuse and neglect of children with disabilities lead to drop out of school. For this reason, it is very understandable to confirm that there is a positive relationship between a high level of children with disabilities abuse and neglect and a high rate of school dropout in the Gatebe sector.

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