

# **SPECIAL NEEDS AND INCLUSIVE EDUCATION**

**OPTIONS: ECLPE, SSE, SME & LE**

**Year 1, 2 & 3**

**Copyright**

© 2019 Rwanda Education Board

All rights reserved.

This document is the property of Rwanda Education Board.

## FOREWORD

The Rwanda Education Board is honored to avail the Special Needs Education and Inclusive Education syllabus for Teacher Training Colleges (TTCs). This document serves as official guide to teaching and learning of Special Needs Education and Inclusive Education in TTCs.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based curriculum. After a successful shift from knowledge to a competence-based curriculum in general education, TTC curriculum also was revised to align it to the CBC in general education to prepare teachers who are competent and confident to implement CBC in pre and primary education.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, Consultants, REB staff, UR-CE lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical support. Special appreciation goes to the Development Partners such as UNICEF, USAID/Soma-Umenye, Save the Children and Right To Play for their financial support.

I take this opportunity to call upon all educational stakeholders to bring in their contribution for successful implementation of this syllabus.

**Dr. NDAYAMBAJE Irenée**

**Director General REB.**

## **ACKNOWLEDGEMENTS**

I wish to sincerely express my special appreciation to the people who played a major role in development of Special Needs and Inclusive Education syllabus. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

I wish also to thank Rwanda Education Board (REB) leadership who initiated and supervised the curriculum review process. I wish to extend my appreciation to Consultants, staff from REB, MINEDUC, National Itorero Commission, Lecturers from UR-CE, TTC principals, TTC Directors of Studies tutors, teachers from basic Education whose efforts during the revision process were much valuable.

Special thanks go to UNICEF who funded the development, designing finalization and printing of this syllabus.

I owe gratitude to different education partners more especially USAID-Soma Umenye, Save the Children, Right To Play, Help a Child, Aegis Trust, Humanity and Inclusion, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Voluntary Service Overseas (VSO), Teach Rwanda and IEE for their technical support

**MURUNGI Joan,**

**Head of Curriculum Teaching and Learning Resources Department/REB**

## TABLE OF CONTENTS

<b>FOREWORD .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iv</b>
<b>1. GENERAL INTRODUCTION .....</b>	<b>1</b>
1.1. Rwanda Education Sector objectives.....	1
1.2. Level of Competences for Pre-Primary and Primary Teacher Education in Rwanda .....	2
1.3. Background to curriculum review.....	2
1.4. Rationale for teaching and learning special needs and inclusive education .....	3
1.4.1. Special Needs and Inclusive Education and society .....	3
1.4.2. Special Needs and Inclusive Education and student-teachers.....	4
1.5. Professional standards and competences.....	5
1.5.1 Competences.....	5
1.5.2 Teaching professional standards.....	5
1.5.3 Broad Special Needs and Inclusive Education competences.....	7
1.5.4 Special Needs and Inclusive Education and developing competences.....	8
<b>2. PEDAGOGICAL APPROACH.....</b>	<b>9</b>
2.1. Role of the student-teacher .....	9
2.2. Role of the tutor.....	9
2.3. Special Needs and Inclusive Education approach.....	10
<b>3. ASSESSMENT APPROACH.....</b>	<b>11</b>
3.1. Types of assessments.....	11

3.1.1. Formative assessment .....	11
3.1.2. Summative assessments.....	12
3.2. Records keeping .....	12
3.3 Item writing in summative assessment .....	13
<b>4. RESOURCES.....</b>	<b>14</b>
4.1 Materials needed for the implementation of Special Needs and Inclusive Education Syllabus .....	14
4.2. Human resources needed for the implementation of Special Needs and Inclusive Education Syllabus .....	14
<b>5. SYLLABUS UNITS .....</b>	<b>16</b>
5.1 Special Needs and Inclusive Education syllabus for Year I .....	16
5.1.1 Key Unit Competences for end of Year I.....	16
5.1.2 SYLLABUS UNITS FOR YEAR I .....	17
5.2 Special Needs and Inclusive Education syllabus for Year II .....	28
5.2.1 Key Competences for end of Year II .....	28
5.2.2 SYLLABUS UNITS FOR YEAR II.....	29
5.3 SPECIAL NEEDS AND INCLUSIVE EDUCATION SYLLABUS FOR YEAR III.....	43
5.3.1 Key Competences for end of Year III.....	43
5.3.2 SYLLABUS UNITS FOR YEAR III .....	44
<b>REFERENCES .....</b>	<b>52</b>
<b>ANNEXES.....</b>	<b>53</b>
7. 1. Subjects and weekly timetable allocation from year 1 to year 3 .....	53
<b>SUBJECT OVERVIEW.....</b>	<b>55</b>

## **1. GENERAL INTRODUCTION**

### **1.1. Rwanda Education Sector objectives**

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the East African Curriculum Framework proposals. The Government of Rwanda through law number 36/2018 of 29th June 2018 determining the organization of education revised the objectives of the sector. They are to:

- Provide Rwandans with adequate skills at all levels of general education as well as technical and vocational skills.
- Offer quality courses and education at all levels.
- Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development.
- Promote the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favouritism`
- Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development.
- Instill into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence.
- Train the Rwandan to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere.
- Eliminate all obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.

These objectives and associated strategies are the backbone for development in education including the curriculum and assessment policy and the curriculum framework.

## **1.2. Level of Competences for Pre-Primary and Primary Teacher Education in Rwanda**

As stated earlier, Pre-primary and Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are the competences of Teacher Education. By the time a student teacher is exiting the college after three years he or she should:

- Be a qualified teacher who can compete not only locally but regionally and internationally.
- Have professional ethics and develop an inquiring mind for innovative education.
- Be prepared adequately for efficiency in education administration, management, evaluation and measurement.
- Be competent, reliable, honest and responsible.
- Be equipped with potentials that enable him/her to explore the learners' abilities and interests.
- Be able to develop the child's ability in critical thinking, free expression and ideas.

## **1.3. Background to curriculum review**

The Special Needs and Inclusive Education syllabus is developed for all student-teachers in all TTC options, as a cross cutting subject. The motive of developing the syllabus was to ensure that it is responsive to the needs of the student-teacher and to shift from objective and knowledge-based learning to competence-based learning. Another reason was to align the draft TTC curriculum to the CBC in general education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices.

The Special Needs and Inclusive Education syllabus guides the interaction between the tutor and student-teachers in the learning processes and highlights the competences a student-teacher should acquire during and at the end of each unit of learning. Student- teachers will have the opportunity to apply Special Needs and Inclusive Education in different contexts and see its importance in daily life. Tutors help the student-teachers appreciate the relevance and benefits of studying Special Needs and Inclusive Education subject.



The learning of student-teachers is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With elaboration of this syllabus, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence-based curriculum for pre and primary education. This implies equipping student-teachers with relevant knowledge, skills, attitude and values necessary to make them competitive on local, regional and global job market. This elaborated syllabus will allow future teachers to contribute to the development of equity and quality education at pre/primary levels and then it will enable student-teachers to go for further studies.

#### **1.4. Rationale for teaching and learning special needs and inclusive education**

Special Needs and Inclusive Education is a new standalone course that has been introduced in TTC's curriculum to prepare the pre-service teachers to teach inclusively by being able to cater for the needs of each learner in the classroom. This course has 6 topic areas with 27 subtopic areas and 33 units. Briefly, it gives an overview regarding the general concepts used in special need and inclusive education, historical background of inclusive education and its legal policies/frameworks, categories of learners with special needs and disabilities, approaches to assess their needs, and teach them.

The Special Needs and Inclusive Education program has been deliberately tailored to enable the TTC student-teachers to participate and cultivate values and attitudes of inclusion within the school and the neighborhood communities, expected to positively change stigmatization leveled against Rwandan people with disabilities and other disadvantaged groups, and paving a way for ultimate equal participation in the development of the country.

##### **1.4.1. Special Needs and Inclusive Education and society**

The Government of Rwanda is committed to achieving education for all without excluding those with special educational needs (SEN) and other vulnerabilities through inclusive education policies and strategies. It is within this context that the Education Sector Strategic Plan (ESSP 2018/2019-2023/2024) takes it as a priority and is reflected in the competence-based curriculum as a cross cutting issue, hence featuring prominently in the present TTC program.

The Special Needs and Inclusive Education program has been developed for the TTC curriculum to equip student-teachers with the pedagogical skills required to support learners with Special Educational Needs at basic education levels. It particularly emphasizes ability to identify and assess learners with Special Educational Needs; to differentiate and deliver the curriculum to suit their performance differences; as well as development of appropriate support provisions.

In order for all learners with Special Educational Needs to access, progress and benefit from an inclusive setting, the synergy of school leaderships, parents, local authorities, the civil society and development partners is crucial.

In this way, Special Needs and Inclusive Education will play an important role in the Rwandan society as a key to the development of social harmony, inclusion and non-discrimination, as well as socio-economic development. This also explains why, it has become an imperatives option to take Special Needs and Inclusive Education as a subject that cuts across all teacher training curriculums for it equips all TTC leavers with relevant knowledge, skills, attitudes and values.

#### **1.4.2. Special Needs and Inclusive Education and student-teachers**

Student-teachers need to be equipped with competences that enable them to appropriately support learners with Special Educational Needs in their schools and communities. This entails the ability to identify, understand, and effectively include all categories of educationally vulnerable learners, especially those with disabilities and other special educational needs. Therefore, student-teachers with knowledge, skills and attitudes related to Special Needs and Inclusive Education, will be enabled to succeed and contribute successfully towards national and global developments, where the national and international policy trends are increasingly valuing marginalized groups (Women, youths, disabled, and minorities), allowing them a favored role in socio-economic developments. Special Needs and Inclusive Education places TTC student-teachers in position to contribute to the national policies and legislations, notably the National Constitution of December 2015 (Art.20) that pledges equalization of opportunities for all, as well as the international conventions, particularly the regional charters (AU and EAC) and the UNRPD (Art. 24) and SDG (Art. 4) duly signed by the Government of Rwanda. Special Needs and Inclusive Education competences allow student-teachers to develop into future educationalists, able to competently guide Rwandan young generations into global development orientations.

## 1.5. Professional standards and competences

### 1.5.1 Competences

Competence is defined as the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the opportunity to student teachers to develop broad Special Needs and Inclusive Education competences as well as the generic competences.

Broad subject competences are highlighted and broken into key unit competences which are finally split out into learning objectives (knowledge, skills, attitudes and values) in every learning unit.

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student-teachers will be equipped with professional standards and generic competences.

For student-teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The Special Needs and Inclusive Education tutors will ensure that student-teachers are exposed to tasks that help them acquire these competences.

### 1.5.2 Teaching professional standards

Professional standards refer to the characteristics that all teachers should have. All teachers in Rwanda should have the six characteristics listed below:

- **The teacher has knowledge of CBC and how to implement it**

The student teacher has understanding of CBC and how it works. He/she has knowledge of basic and generic competences and is able to integrate the cross cutting issues within and across subject area.

- **The teacher as an educator**

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the children. S/he therefore has appropriate understanding of the learner's background, interests, motivations and problems and can adjust his/her actions and the learning environment to the different needs of the student teachers.

A competent educator is a role model, showing desired behavior and values. S/he guides and coaches his/her learners to become social, self-confident, independent, responsible, open-minded and innovative citizens that act like a role models in the community. As an educator, the student teacher must be supported in developing cooperation, inter personal and life skills.

- **The teacher as a subject expert**

The professional Special Needs and Inclusive Education teacher stimulates learners' critical thinking, problem solving and creativity. S/he uses teaching/learning Special Needs and Inclusive Education methods and techniques that are appropriate to pre-primary and primary education.

The teacher in pre-primary and primary education has adequate Special Needs and Inclusive Education knowledge that enables him/her to develop teaching/learning materials, plan, deliver and link the lesson with his/her daily life activities, using the corresponding language of instruction.

- **The teacher as a communicator**

The professional teacher displays good examples inexpressing him/herself, stimulates and enhances positive and clear communication between learners and him/herself, between the learners themselves; the school community and the society. A good communicator is open-minded and respects diversity within and around the school.

- **The teacher as a guide and an organizer**

The teacher ensures that the learning environment (class, playground, etc.) is well maintained and conducive for all, and/or the curriculum is appropriately differentiated for children's learning outcomes. This requires a student-teacher to be equipped with inclusive school/class management skills.

- **The teacher as an innovator, searcher and reflective practitioner**

The professional teacher with Special Needs and Inclusive education competences considers appropriate ways to improve his/her teaching strategies and the wellbeing of his/her learners. S/he is a reflective practitioner and knows how to perform small-scale reflective tasks. Such qualities will require teacher to perennially update knowledge and skills with minimum external support, and to cope with evolution of knowledge advances for personal fulfillment in areas that need improvement and development, thus becoming a lifelong student-teacher.

### 1.5.3 Broad Special Needs and Inclusive Education competences

At the end of Year III all TTC (ECLPE, SSE, SME & LE ) graduates shall demonstrate the following competences:

- Positive attitudes towards all categories of educationally disadvantaged learners, including those with disabilities and other SEN.
- Non-discriminatory and inclusive behaviors within the school and the general community.
- Knowledge of different categories of learners with SEN and all educational disadvantaged groups, what is pedagogically required for them to learn effectively.
- Ability to identify learners with SEN, assess their individual limitations/needs and strengths; apply inclusive and/or special educational pedagogical approaches (Including Individual Education Plan-IEP) to effectively teach them.
- Ability to identify all ranges of reasonable accommodation requirements and/or compliance to Universal Design for Learning (UDL):
  - Assistive and adapted educational resources
  - Appropriate and accessible teaching-learning environment
  - Curriculum differentiation to respond to the variations in performances, and/or in response to the learner's SEN assessment and IEP recommendations.
  - Adapting teaching, learning and learning assessment approaches
  - Ability to use alternative communication e.g: Rwandan Sign Language (RSL) and at least Grade 1 Braille reading and writing.
- Ability to advocate and engage the communities on issues related to inclusion of people with disabilities and other Special Educational Needs.
- Ability to be a perennial learner, searcher and innovator of new pedagogical methods and approaches, adaptations, resources and technologies that may suit Special Needs and Inclusive Education developments in Rwanda.
- Awareness of existing organizations of People with disabilities (PwDs) and other partners working in area of Special Needs and Inclusive Education.

#### **1.5.4 Special Needs and Inclusive Education and developing competences**

The national policy documents based on national aspirations identify some ‘basic competences’ alongside the ‘generic competences’ that will develop higher order thinking skills and help student teacher learn subject content and promote application of acquired knowledge and skills.

Through observational ideas, and presentation of information during the learning process, the student teacher will not only develop deductive and inductive skills but also acquire cooperation and communication, critical thinking and problem-solving skills. This will be realized when student-teachers make presentations leading to inferences and conclusions at the end of learning unit. This will be achieved through student teachers’ group work and cooperative learning which in turn will promote interpersonal relations and teamwork.

The acquired knowledge in learning Special Needs and Inclusive Education should develop a responsible citizen with non-discriminatory and inclusive approaches and attitudes. The student-teacher should show appreciation and concern for individual ability differences, environmental, attitudinal and policy compliance to special educational needs, to which the teaching profession in particular and education in general should adhere.

## **2. PEDAGOGICAL APPROACH**

The competence-based curriculum in Special Needs and Inclusive Education is about transforming learning, ensuring that learning is effective for all, enjoyable and character-forming.

### **2.1. Role of the student-teacher**

In the competence-based syllabus, the student teacher is the principal actor of his/her education. He/she is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teacher, the syllabus suggests under each unit, some student-teacher activities that reflect his/her active participation in the teaching and learning process.

The teaching and learning processes will be tailored to creating a student teacher friendly environment basing on the capabilities, needs, experiences and interests. The following are some of the roles or the expectations from the student-teachers:

- Construct the knowledge either individually or in groups in an active way. From the learning theory, student teachers move in their understanding from concrete through pictorial to abstract. Therefore, the opportunities should be given to student teachers to use models/examples.
- Use internet to search for information to enrich their competences.
- Work on one competence at a time in form of concrete units with specific learning objectives (knowledge, skills and attitude).
- Motivated to conduct research and present findings through group and/or individual work activities.
- Work in cooperative and heterogeneous groups or students' clubs to increase awareness, tolerance and understanding.
- Student teachers are responsible for their own participation and ensure the effectiveness of their work.

### **2.2. Role of the tutor**

In the competence-based syllabus, the teacher/tutor is a facilitator, organizer, advisor, a conflict solver. The specific duties of the teacher/tutor in a competence-based approach are the following:

- He/she is a facilitator, his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;

- He/she is an organizer: his/her role is to organize the student- teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly.
- He/she is an advisor: he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities.
- He/she is a conflict-solver: most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.
- He/she is ethical and teaches by examples by being impartial, by being a role-model, by caring for individual needs, especially for slow student teachers and those with physical impairments, through a special assistance by providing remedial activities or reinforcement activities. This list is not exhaustive.

### **2.3. Special Needs and Inclusive Education approach**

All Rwandans have the right to access education regardless of their differences in needs, background, socio-economic status and any other distinctions. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of Special Needs and Inclusive Education. The critical issue is that student teachers who may have special educational needs due to their ways of living and learning that is different from the majority learners. The special educational needs thus, can either be caused by emotional, physical, sensory and intellectual learning challenges.

These student-teachers equally have the right to benefit from the training like their peers. Therefore, the 'TTC' role is to register, identify them, assess their SEN, and set up suitable strategies and resources to appropriately provide for them. Assessment strategies and conditions should also be adapted to the educational needs of these student-teachers. Detailed guidance for each category of student teachers with special education needs is provided for in the guidance for teachers. The Special Needs and Inclusive Education tutor is advised to support other tutors in other subjects to provide for the identified student-teachers with SEN.



### **3. ASSESSMENT APPROACH**

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student-teacher's progress in learning and make a judgment about a student-teacher's achievements measured against defined standards. Assessment is an integral part of the teaching/learning processes. In the new competence-based curriculum assessment must also be competence-based; whereby a student teacher is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

#### **3.1. Types of assessments**

The assessment should reflect the three domains of learning, namely cognitive, socio-affective and psychomotor:

- **Knowledge and understanding:** Does the student-teacher demonstrate an understanding of the Special Needs and Inclusive Education concepts? Has the student-teacher mastered the Special Needs and Inclusive Education concepts? Indicators: correctness of answers, coherence of ideas, apply correctly the concepts used in special needs and inclusion in daily life, etc.
- **Practical skills:** How does the student-teacher perform on aptitude and practical tests? Indicators: accuracy, using inclusive methods, quality product, speed and efficiency, coherence.
- **Attitude and values:** How does the student-teacher respond to a task or a situation? What is the student-teacher's behavior? How the student-teacher persists on solving a given problem?

##### **3.1.1. Formative assessment**

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process. Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a tutor is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a lesson. Then, at the end of every unit, the tutor should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit.

The tutor will assess how well each student-teacher masters both the subject and the generic competences described in the syllabus as well as the professional practices. From this, the tutor will gain a picture of the all-round progress of the student-teacher.

The tutor will use one or a combination of the following techniques: observation, pen and paper, and oral questioning, including adjustments to accommodate learners with SEN.

### **3.1.2. Summative assessments**

When assessment is used to record a judgment of a competence or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student-teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of student teachers, for deciding on progression, for selection into the next level of education, and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences. It can be internal school based assessment or external assessment in the form of national examinations.

College-based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. The national examination will be done at the end of Year III for certificate award. College based assessment average grade will contribute 10% of the final grade but will be progressively increased.

### **3.2. Records keeping**

Records keeping is the gathering of facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used generate data in the form of scores which will be carefully recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feed back to the student teacher. The records also are important to parents to check the learning progress and to advice accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

A portfolio is a folder (or binder or even a digital collection) containing the student teacher's work as well as the student teacher's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each student teacher that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

### **3.3 Item writing in summative assessment**

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of revised Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored to competence-based assessment by doing the following:

- Identify topic areas to be tested on from the syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but also testing broad, subject and generic competences as stated in the syllabus.

## **4. RESOURCES**

### **4.1 Materials needed for the implementation of Special Needs and Inclusive Education Syllabus**

The following list shows the main materials/equipment needed in the learning and teaching process:

- Materials to encourage group work activities and presentations: Computers (Desktops and laptops) and projectors; Manila papers and markers, textbooks and handouts
- Materials for alternative communication, e.g. Broilers, slates, styli and Braille (Manila) papers, as well as related soft and hardware such as Jaws, Tiger and DBT software, embossers etc.
- Materials for enhancing research skills: Textbooks and internet.

### **4.2. Human resources needed for the implementation of Special Needs and Inclusive Education Syllabus**

The effective implementation of this curriculum needs joint collaboration of educators at all levels. Given the material requirements, tutors are expected to accomplish their noble role as stated above. TTC principles and TTC deputy principals are required to make close follow-up and assess the teaching and learning of this subject in schools. On the other hand, the staff in charge of education at district and sector level should ensure overall support to TTCs for a successful implementation. These combined efforts will ensure bright future careers and lives for student teachers as well as the contemporary development of the country.

In a special way, the tutor at TTC level handling the present syllabus should have a firm understanding of special Needs and Inclusive Education concepts and related pedagogical practices. S/he should hold at least a Bachelor's Degree in Special Needs and Inclusive Education or related studies that include the following:

- Understanding of the CBC requirements, specifically addressing inclusion of all educationally challenged/marginalized groups of learners because of their special educational needs.
- Curriculum differentiation approaches to accommodate identified learners with SEN.
- Ability to teach alternative communication (Braille and Rwandan Sign language) and understands the needs of learners who require these.
- Ability to conduct early identification, assessment and educational intervention for learners with SEN (Including use of IEP and related tools).

- Demonstrate most particularly inclusive and non-discriminatory qualities in school and the general community.
- Possess the qualities of a good facilitator, organizer, problem solver, listener and adviser.
- Have basic skills and competences of guidance and counseling for learners with varying types of SEN.

**Be able to work with teacher-trainees and neighborhood communities in identifying and supporting children with disabilities**

## **5. SYLLABUS UNITS**

### **5.1 Special Needs and Inclusive Education syllabus for Year I**

#### **5.1.1 Key Unit Competences for end of Year I**

At the end of year I, the student-teacher will be able to:

- Explain and use correctly the key concepts/terms used in Special Needs and Inclusive Education
- Identify and contextualize Special Needs and Inclusive Education in the current policy trends and pedagogical practices.
- Contextualize international, regional and national frameworks regarding Special Needs and Inclusive Education
- Appraise and assess the implementation of the major principles guiding Special Needs and Inclusive Education in the general community, and particularly in schools.
- Apply models and perspectives of inclusive and special needs education.
- Explain the roles and responsibilities of parents, local community and school community members in the education of learners with disabilities and other special needs..
- Use the media to promote inclusive education in schools.
- Use Braille and tactile transcriptions as alternative communication for learners with visual difficulties
- Use Rwandan Sign Language as alternative communication used by learners with hearing difficulties

### 5.1.2 SYLLABUS UNITS FOR YEAR I

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>			<b>Year: I</b>	<b>Option: All</b>
<b>TOPIC AREA:</b> Basics of Special Needs and Inclusive Education			<b>Sub Topic:</b> Concepts/terms in Special Needs and Inclusive Education	
<b>UNIT:1:</b> Introduction to concepts/terms used in Special Needs and Inclusive Education			<b>No. of periods: 8</b>	
<b>Key Unit Competence:</b> The student-teacher should be able to explain and use correctly the key terms used in Special Needs and Inclusive Education				
Learning outcomes			Content	Teaching / Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Define the key concepts used in special needs and inclusive education	Differentiate and use accurately terms/ concepts in Special Needs Education (SNE) that are often interchangeable	Appreciate expressions of terms used in Special Needs and Inclusive Education practices	<p>Define: Special education, Special Needs Education, Special Educational Needs. Inclusive Education, integrated education, mainstream education and ordinary education, Assistive devices, child friendly school, individualized teaching strategies, itinerant educator, multidisciplinary team, Special Needs Education (SNE) professional, habilitation/rehabilitation services, resource room, specialized person, support service/intervention, universal design for learning (UDL), impairment, disability, handicap.</p> <p>Difference between:</p> <ul style="list-style-type: none"> <li>• Impairment, disability and handicap.</li> <li>• Special education, Special Needs Education, and Special Educational Needs.</li> <li>• Inclusive education, integrated education, mainstream education, ordinary education.</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, student-teachers differentiate concepts used in special needs and inclusive education</li> <li>• With examples, student-teachers use the terms/concepts in the real contexts.</li> <li>• Through the internet and other resources, the student-teacher searches further meaning of concepts used in special needs and inclusive education.</li> </ul>
<b>Assessment criteria:</b> Use and explain the concepts/ terms used in Special Needs and Inclusive Education practices in daily life				
<b>Links to other Subjects:</b> Foundations of education, Social studies, teaching methodology and practice, Biology,				
<b>Materials:</b> Books, DVD-CDs, the internet, computers				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Basics of Special Needs and Inclusive Education		<b>Sub Topic:</b> Background history of Special Needs and Inclusive Education		
<b>UNIT 2:</b> Trends that marked Special Needs and Inclusive Education developments			<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> The student-teacher should be able to identify and contextualize inclusive education in the current policy trends and pedagogical practices.				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the roots and development of Special Needs and Inclusive Education.	Use the acquired knowledge to contextualize the education of learners with disabilities and other Special Educational Needs (SEN) in practice.	Express concern of the past malpractices and marginalization of children with SEN.  Appreciate the current trends in Special Needs and Inclusive Education policies and practices.  Appreciate the role played by pioneers and stakeholders in Special Needs and Inclusive Education.	The situation of Special Needs Education before and after: <ul style="list-style-type: none"> <li>• The 2<sup>nd</sup> world war</li> <li>• The Jomtien (1990) declarations,</li> <li>• Salamanca statement (1994)</li> <li>• Dakar (2000) declarations</li> <li>• UNCRPD 2008</li> <li>• The 2003 Rwandan constitution amended in Dec.2015.</li> </ul>	<ul style="list-style-type: none"> <li>• In group, student-teacher search (using internet, etc) and discuss situations and events that marked changes along the cited periods of developments in Special Needs and Inclusive Education.</li> </ul>
<b>Assessment criteria:</b> Explain the various situations that led to milestones in the developments of Special Needs and Inclusive Education.				
<b>Links to other Subjects:</b> Foundations of education and Social studies				
<b>Materials:</b> Books, DVD-CDs, Computers, the internet.				



<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Basics of Special Needs and Inclusive Education		<b>Sub Topic:</b> International, regional and national legal frameworks		
<b>Unit:</b> 3: Legal frameworks promoting Special Needs and Inclusive Education			<b>No. of periods:</b> 6	
<b>Key Unit Competence:</b> The student-teacher should be able to discuss and contextualize international, regional and national legal frameworks regarding Special Needs and Inclusive Education				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Discuss the international, regional and national / documents related to Special Needs and Inclusive Education.	<p>Link the legal frameworks with the inclusive educational practices.</p> <p>Use the acquired knowledge to contextualize the education of learners with disabilities and other SEN.</p>	<p>Respect International, regional and national legal frameworks related to Special Needs and Inclusive Education in daily life.</p> <p>Appreciate rights and roles of people with disabilities and other marginalized groups.</p>	<ul style="list-style-type: none"> <li>International declarations and conventions regarding people with SEN.</li> <li>Regional declarations, decrees, charters regarding people with SEN.</li> <li>National policies and legislations regarding people with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, student-teachers search (using internet and other sources) and discuss</li> <li>declarations, decrees, charters, conventions, policies and legislations regarding people with SEN.</li> </ul>
<b>Assessment criteria:</b> Explain the various declarations, decrees, charters, conventions, policies and legislations regarding people with SEN.				
<b>Links to other Subjects</b>	<i>Foundations of education, teaching methods and Social studies</i>			
<b>Materials</b>	<i>Books, DVD-CDs, Computer, the internet.</i>			

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Basics of Special Needs and Inclusive Education		<b>Sub Topic:</b> Principles of inclusive education		
<b>UNIT: 4:</b> Main Principles of Special Needs and Inclusive Education			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Appraise and assess the implementation of the major principles guiding Special Needs and Inclusive Education in the general community, and particularly in schools.				
Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the principles guiding inclusive education.	<p>Assess the implementation of principles guiding Special Needs and Inclusive Education in Rwandan schools.</p> <p>Promote principles of Special Needs and Inclusive Education in his/her educational setting, through active participation and contributions in related activities.</p>	Demonstrate behavior change that actively promote inclusive practice in school and in the community.	<ul style="list-style-type: none"> <li>• Positive teachers' attitudes</li> <li>• Teachers' professional response to varying special needs of learners</li> <li>• Active participation of all learners without any form of discrimination</li> <li>• Visionary school leaderships</li> <li>• Coherent multi/interdisciplinary approaches.</li> </ul>	<p>In group, student-teacher discuss with concrete examples, the applicability of the principles of Special Needs and Inclusive Education in Rwandan education.</p> <p>Based on case studies and real life examples, student-teachers different positive attitude from negative attitudes of the teacher in the classroom.</p>
<b>Assessment criteria:</b> Case and comparative studies to assess and evaluate applicability of the principles of inclusive education in neighborhood schools.				
<b>Links to other Subjects:</b> Foundations of education and teaching methods				
<b>Materials:</b> Books, DVD-CDs, computer, the internet.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Basics of Special Needs and Inclusive Education		<b>Sub Topic:</b> Models for Inclusion of learners with disabilities and other SEN		
<b>UNIT 5:</b> Main models of Inclusion of learners with disabilities and other SEN			<b>No. of periods: 8</b>	
<b>Key Unit Competence:</b> Apply models and perspectives of inclusive and special needs education.				
Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain various models and perspectives of Special Needs and Inclusive Education	Assess the implementation levels of appropriate Special Needs and Inclusive Education models.  Contribute to the school transformations towards appropriate inclusive education models	Reflections on the school transformations required to achieve the appropriate Special Needs and Inclusive Education model in his/her school.	<ul style="list-style-type: none"> <li>• Child friendly school model</li> <li>• Universal Design for Learning (UDL)</li> <li>• Disability Creation Process Model</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characteristics of the various models of inclusive education in Rwandan education.</li> <li>• Discuss with concrete examples, the various models of Special Needs and Inclusive Education in Rwandan education.</li> <li>• Search using internet the characteristics of various models of inclusive education</li> </ul>
<b>Assessment criteria:</b> Case-based studies to identify and evaluate the various models of inclusive education in Rwandan education.				
<b>Links to other Subjects:</b> Foundations of education and teaching methods				
<b>Materials:</b> Books, DVD-CDs, computer, the internet.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Raising community awareness on Special Needs and Inclusive Education		<b>Sub Topic:</b> Parental involvement		
<b>UNIT 6:</b> Roles and responsibilities of school parents' organization (SGAs) in supporting and raising awareness in inclusion of learners with special needs and disabilities.			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Describe the roles and responsibilities and active collaboration with parents in the education of learners with disabilities and other special needs in the school.				
Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain the potentials, roles and responsibilities of parents in the education of learners with disabilities and other special needs in the school.	Enlisting, planning and organizing parents' collaboration in inclusion of learners with SEN.	Use the knowledge and experience to advocate and sensitize parents on inclusion of learners with disabilities and other special educational needs.	<ul style="list-style-type: none"> <li>• Current situation in homes and families.</li> <li>• Parents organization in Rwandan school</li> <li>• Roles and responsibilities of parents of Learners with Disabilities and other SENs.</li> <li>• Working with school PTAs</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, student –teachers will search and discuss with concrete examples attitudes, roles and responsibilities of parents of learners with disabilities and other SENs.</li> </ul>
<b>Assessment criteria:</b> Discuss and role play attitudes and responsibilities of parents of Learners with disabilities and other SENs				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, and social studies				
<b>Materials:</b> Books, DVD-CDs, the internet. Computer				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Raising community awareness on Special Needs and Inclusive Education		<b>Sub Topic:</b> Community involvement and networking		
<b>UNIT 7:</b> The role and responsibilities of community in the education of learners with disabilities and other special educational needs			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Student-teachers should be able to explain the roles, responsibilities and various ways of collaboration of different members of the local community in the education of learners with disabilities and other special educational needs.				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Explain the potentials, roles and responsibilities of various members (local leadership, opinion leaders, faith-based organization, specialized group organization, etc.) of the local community in the education of learners with disabilities and other special needs in the school.	Enlisting, planning and organizing community collaboration (local leadership, opinion leaders, faith-based organization, specialized group organization, etc.) in inclusion of learners with SEN.	Use the knowledge and experiences to advocate and sensitize community on inclusion of learners with disabilities and other SENs	<ul style="list-style-type: none"> <li>• Current situation in the community</li> <li>• Relevant and related Organization within the Rwandan communities.</li> <li>• Roles and responsibilities of various members within the community.</li> <li>• Strategies of collaboration with community members in education of learners with disabilities and another SEN.</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, student – teachers will search and discuss with concrete examples attitudes, roles and responsibilities of various community members in education of learners with disabilities and other SENs.</li> </ul>
<b>Assessment criteria:</b> Discuss the roles and responsibilities of various community members in the education of learners with disabilities and other SENs				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, and social studies				
<b>Materials:</b> Books, DVD-CDs, the internet. Computer				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>			<b>Year: I</b>	<b>Option: All</b>
<b>TOPIC AREA:</b> Raising community awareness on special needs and inclusive education			<b>Sub Topic:</b> School community involvement	
<b>UNIT 8:</b> Roles and responsibilities of all ranges of school community members in the education of learners with disabilities and other special needs in the school			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Student-teachers should be able to describe the roles and responsibilities and various ways of collaboration of all categories of school community members in the education of learners with disabilities and other SENs.				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Describe the potentials, roles and responsibilities of all ranges of school community members in the education of learners with disabilities and other special needs in the school.	Recognizing and enlisting the potentials of the school community members on raising awareness on the education of learners with disabilities and other SENs through school clubs, Umuganda, school rules and regulations, etc.	Use the knowledge and experiences to advocate and sensitize school and surrounding community on inclusion of learners with disabilities and other SEN.	<ul style="list-style-type: none"> <li>• Current situation in the school community</li> <li>• Roles and responsibilities of school leadership</li> <li>• Roles and responsibilities of teachers</li> <li>• Roles of peers at both community and school levels</li> <li>• Roles and responsibilities of student clubs in raising awareness on Special Needs and Inclusive Education</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, student –teachers will search and discuss situations in school community,</li> <li>• Through role play, discuss roles and responsibilities of all school community members in education of learners with disabilities and other SENs.</li> </ul>
<b>Assessment criteria:</b> Discuss the roles and responsibilities of various school community members in the education of learners with disabilities and other SENs				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, and social studies				
<b>Materials:</b> Books, DVD-CDs, the internet. Computers				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Raising community awareness on special needs and inclusive education		<b>Sub Topic:</b> Media		
<b>UNIT 9:</b> Role of the media in promoting the education of learners with disabilities and other SENs			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Student-teachers should be able to use media to promote inclusive education in their schools.				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Explain the roles of media in the promotion of Special Needs and Inclusive.	Explain the positive or/ and negative influence of the media in the education of learners with disabilities and other SENs.	<p>Appreciate the role of the media in promoting Special Needs and Inclusive Education.</p> <p>Use the knowledge and experiences to advocate and sensitize for the education of learners with disabilities and other SENs using media.</p>	<ul style="list-style-type: none"> <li>Identify different media channels suitable for communicating inclusive education.</li> <li>Role of media in promoting the education of learners with disabilities and other SENs.</li> <li>Positive and negative use of media channels.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, student – teachers will search and discuss:</li> <li>Different media channels</li> <li>Role of the media</li> <li>constructive and non-constructive use of media channels in promoting inclusive education</li> </ul>
<b>Assessment criteria:</b> Discuss different media channels, its roles and constructive and non-constructive use of media channels in promoting inclusive education				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, and social studies				
<b>Materials:</b> Books, DVD-CDs, the internet, computer, radio, television, papers				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Alternative communication		<b>Sub Topic:</b> Braille		
<b>UNIT 10:</b> Introduction to Braille and tactile transcriptions			<b>No. of periods: 10</b>	
<b>Key Unit Competence:</b> Use Braille and tactile transcriptions as alternative communication for learners with visual difficulties				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Describe the background, basics and rules of Braille use as an alternative communication used by the visually disabled.	Apply rules guiding Braille transcription  Placement of dots in different cell positions to create simple words and sentences	Appreciate Braille as an alternative communication.	<ul style="list-style-type: none"> <li>History of Braille and other tactile transcriptions</li> <li>Rules of Braille transcription</li> <li>Braille alphabet, figures and punctuations (grade one)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and search for the historical events that led to Braille development</li> </ul> <p>Recognize rules of dot display in a cell to compose words in Braille.</p> <p>Reading and writing using Basic Braille alphabet</p>
<b>Assessment criteria:</b> <i>Braille Rules and guidelines, Basic reading and writing using Braille alphabet.</i>				
<b>Links to other Subjects:</b> <i>Foundations of education and teaching methods</i>				
<b>Materials:</b> <i>Books, DVD-CDs, field experience and the internet. Computer</i>				



<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: I</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Alternative communication		<b>Sub Topic:</b> Rwandan Sign Language		
<b>UNIT 11:</b> Introduction to Rwandan Sign Language and Deaf education			<b>No. of periods:</b> 12	
<b>Key Unit Competence:</b> Use Rwandan Sign Language as alternative communication used to communicate to learners with hearing difficulties				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Describe background, basics and rules of Rwandan sign language as an alternative communication used to communicate to the Deaf and Hard-of hearing community.	Apply rules guiding Rwandan Sign Language  Sign basic alphabet and words	Appreciate Rwandan sign language as an alternative communication.  Appreciate existence and characteristics of the deaf community and deaf culture	History of sign language in Africa and in Rwanda (Andrew Foster)  Rules and basics of Rwandan sign language  Basic Rwandan sign language	Discuss and search for the historical background of sign language development and Deaf education  Recognize rules guiding Rwandan sign language  Using basic signs used by the Rwandan Deaf community  Use ICT to search for characteristics and use of RSL and other sign languages in deaf education
<b>Assessment criteria:</b> Use of basic signs used by the Deaf community				
<b>Links to other Subjects:</b> Foundations of education, teaching methods and Social Studies				
<b>Materials:</b> Books, DVD-CDs, computer, field experience and the internet.				

## 5.2 Special Needs and Inclusive Education syllabus for Year II

### 5.2.1 Key Competences for end of Year II

At the end of Year II, the student-teacher will be able to:

Trace characteristics of learners with visual difficulties and teaching approaches

- Apply suitable teaching methods, techniques and strategies to address the needs of learners with hearing and speaking difficulties
- Explain the characteristics of deaf-blind learners and use appropriate approaches to teach them
- Describe the characteristics of learners with dyslexia and dyscalculia and use appropriate approaches to teach them
- Explain the characteristics of learners with dyspraxia, dysgraphia and aphasia and use appropriate approaches to teach them
- Identify the characteristics of learners with speech and language difficulties and use appropriate approaches to teach them
- Explain the characteristics of learners with Down's syndrome and use appropriate approaches to teach them
- Explain the characteristics of learners with autism and ADHD and use appropriate approaches to teach them
- Identify the characteristics and educational needs of gifted and talented learners
- Explain the characteristics and educational needs of learners with Emotional and Behavioral Disorders (EBD) and use appropriate teaching/learning approaches
- Identify all other categories of learners with different special educational needs, specify their characteristics and impact on learning and teaching
- Interpret and use intermediate Rwandan Sign Language
- Use Braille transcriptions at intermediate level, and teaching approaches for learners with visual difficulties
- Plan and apply a lesson plan for an inclusive class

### 5.2.2 SYLLABUS UNITS FOR YEAR II

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>			<b>Year: II</b>	<b>Option: All</b>
<b>TOPIC AREA: Categories of learners with Special Educational Needs and teaching/ learning approaches</b>			<b>Sub Topic: Learners with sensory (visual, hearing and Deaf Blindness) difficulties and teaching/learning approaches</b>	
UNIT 1: Learners with visual impairment			<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> Trace characteristics of learners with visual difficulties and teaching approaches				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify learners with visual impairment  Demonstrate knowledge on teaching and learning approaches to respond to their needs	Explain the causes of visual difficulties  Apply suitable teaching methods, techniques and strategies to address the needs of learners with visual difficulties	Demonstrate positive attitudes towards learners with visual difficulties	<ul style="list-style-type: none"> <li>• Definition of visual difficulties</li> <li>• Causes of visual difficulties</li> <li>• Characteristics of visual difficulties</li> <li>• Classification of visual difficulties</li> <li>• Teaching and learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>-Define visual difficulties</li> <li>- Explain different causes of visual difficulties.</li> <li>- Explain characteristics of visual difficulties</li> <li>-Search, discuss and apply different strategies that may be used to teach learners with visual difficulties in the classroom</li> <li>- Use ICT to search for characteristics of learners with visual difficulties</li> </ul>
<b>Assessment criteria:</b> Explain different characteristics of visually impaired learners and teaching / learning approaches to address their needs.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials:</b> Books, DVD-CDs, field experience and the internet. Computer				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/learning approaches</b>		<b>Sub Topic: Learners with sensory (visual, hearing and Deaf Blindness) difficulties and teaching/learning approaches</b>		
<b>UNIT 2: Learners with hearing difficulties</b>			<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> Apply suitable teaching methods, techniques and strategies to address the needs of learners with hearing hearing difficulties				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify learners with hearing difficulties  Demonstrate knowledge on teaching and learning approaches to respond to their needs	Explain the causes of hearing difficulties  Apply suitable teaching methods, techniques and strategies to address the needs of learners with hearing difficulties	Demonstrate positive attitudes towards learners with hearing difficulties	<ul style="list-style-type: none"> <li>• Definition of hearing difficulties</li> <li>• Causes of hearing loss</li> <li>• Characteristics of hearing difficulties</li> <li>• Classification of hearing loss</li> <li>• Teaching and learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>-Define hearing difficulties</li> <li>- Explain different causes of hearing loss.</li> <li>- Explain characteristics of hearing loss.</li> <li>-Search, discuss and apply different strategies that may be used to teach learners with hearing difficulties in the classroom</li> </ul>
<b>Assessment criteria:</b> Discuss different characteristics of learners with hearing difficulties and teaching / learning approaches to address their needs.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials:</b> Books, DVD-CDs, field experience and the internet, computer				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/ learning approaches</b>		<b>Sub Topic: Learners with sensory (visual, hearing and Deaf Blindness) difficulties and teaching/learning approaches</b>		
<b>UNIT 3: Deaf-blind learners and teaching/learning approaches</b>			<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> Explain the characteristics of deaf-blind learners and use appropriate approaches to teach them				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify characteristics of deaf-blind learners.  Demonstrate knowledge on teaching and learning approaches to help deaf-blind learners with hearing difficulties in the classroom	Explain the characteristics and educational needs of the deaf-blind.  Discuss suitable teaching methods, techniques and strategies to address the needs of deaf-blind learners.	Demonstrate positive attitudes towards deaf-blind learners.	<ul style="list-style-type: none"> <li>• Definition of deaf-blind disabilities</li> <li>• Types of deaf-blind disabilities</li> <li>• Characteristics of deaf-blind disabilities</li> <li>• Teaching and learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>-Define deaf-blind disability</li> <li>- Explain different types of deaf-blind disabilities</li> <li>- Explain characteristics of deaf-blind disabilities</li> <li>-Search and discuss different strategies that may be used to teach learners with deaf-blind disability in the classroom</li> </ul>
<b>Assessment criteria:</b> Discuss different characteristics of deaf-blind learners and teaching / learning approaches to address their needs.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials:</b> Books, DVD-CDs, field experience and the internet, computer				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/ learning approaches</b>		<b>Sub Topic: Learners with specific learning difficulties (Dyslexia, Dyscalculia, aphasia, Dyspraxia, Dysgraphia, etc..) and teaching/learning approaches</b>		
<b>UNIT 4: Reading, writing and arithmetic difficulties (Dyslexia and Dyscalculia) and teaching/ learning approaches</b>			<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> Describe the characteristics of learners with dyslexia and dyscalculia and use appropriate approaches to teach them				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<p>Define learning disability, difficulties, and disorders.</p> <p>Identify learners with dyslexia and dyscalculia.</p> <p>Demonstrate knowledge on teaching and learning approaches to help learners with dyslexia and dyscalculia.</p>	<p>Discuss learning disability.</p> <p>Explain symptoms and characteristics of learners with dyslexia and dyscalculia.</p> <p>Apply suitable teaching methods, techniques and strategies to address the learning needs of learners with dyslexia and dyscalculia.</p>	<p>Demonstrate positive attitudes towards learners with learning disability (dyslexia and dyscalculia )</p>	<ul style="list-style-type: none"> <li>• Definition of learning disability.</li> <li>• Symptoms and characteristics of learners with dyslexia and dyscalculia disability.</li> <li>• Teaching and learning approaches.</li> </ul>	<p>-Define learning disability.</p> <p>- Explain symptoms and characteristics of dyslexia and dyscalculia.</p> <p>-Search and discuss different strategies that may be used to teach learners with dyslexia and dyscalculia.</p>
<b>Assessment criteria:</b> Discuss different symptoms and characteristics of learners with numeracy and literacy difficulties (dyslexia and dyscalculia) and teaching / learning approaches to address their needs.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials:</b> Books, DVD-CDs, field experience, the internet and computer.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/learning approaches</b>		<b>Sub Topic: Learners with specific learning difficulties (Dyslexia, Dyscalculia, aphasia, Dyspraxia, Dysgraphia, etc..) and teaching/learning approaches</b>		
<b>UNIT 5: Dyspraxia, Dysgraphia, Aphasia and teaching/learning approaches</b>			<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> Explain the characteristics of learners with dyspraxia, dysgraphia and aphasia and use appropriate approaches to teach them				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the characteristics of learners with dyspraxia, dysgraphia and aphasia.  Demonstrate knowledge on teaching and learning approaches to help learners with dyspraxia, dysgraphia and aphasia.	Explain causes and characteristics of learners with dyspraxia, dysgraphia and aphasia.  Apply suitable teaching methods, techniques and strategies to address the learning needs of learners with dyspraxia, dysgraphia and aphasia.	Demonstrate positive attitudes towards learners with learning disability (dyspraxia, dysgraphia and aphasia).	<ul style="list-style-type: none"> <li>• Causes and characteristics of learners with dyspraxia, dysgraphia and aphasia.</li> <li>• Teaching and learning approaches.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain causes and characteristics of learners with dyspraxia, dysgraphia and aphasia.</li> <li>-Search and discuss different strategies that may be used to teach learners with dyspraxia, dysgraphia and aphasia.</li> </ul>
<b>Assessment criteria:</b> Discuss different causes and characteristics of learners with dyspraxia, dysgraphia and aphasia and teaching / learning approaches to address their needs.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials</b>	Books, DVD-CDs, field experience and the internet, computers.			

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching and learning approaches</b>			<b>Sub Topic: Learners with developmental and cognitive disorders: Down's syndrome, speech and language difficulties, Autism, ADHD,</b>	
<b>UNIT 6: Learners with speech, language difficulties and teaching/ learning approaches</b>			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Identify the characteristics of learners with speech and language difficulties and use appropriate approaches to teach them				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the characteristics of learners with speech and language difficulties  Demonstrate knowledge on teaching and learning approaches to help learners with speech and language difficulties	Explain causes and characteristics of speech and language difficulties  Apply suitable teaching methods, techniques and strategies to address the learning needs of learners with speech and language difficulties	Demonstrate positive attitudes towards learners with speech and language difficulties	<ul style="list-style-type: none"> <li>• Causes and characteristics of speech and language difficulties</li> <li>• Teaching and learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the causes and characteristics of speech and language difficulties</li> <li>- Search and discuss different strategies that may be used to teach learners with speech and language difficulties.</li> </ul>
<b>Assessment criteria:</b> Discuss different causes and characteristics of learners with speech and language difficulties and teaching / learning approaches to address their needs.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials:</b> Books, DVD-CDs, field experience and the internet. Computer.				



<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/learning approaches</b>		<b>Sub Topic: Learners with developmental and cognitive disorders: Down's syndrome, speech and language difficulties, Autism, ADHD,</b>		
<b>UNIT 7: Learners with Down's syndrome and teaching/learning approaches</b>			<b>No. of periods:4</b>	
<b>Key Unit Competence:</b> Explain the characteristics of learners with Down's syndrome and use appropriate approaches to teach them				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the characteristics of learners with Down's syndrome.  Demonstrate knowledge on teaching and learning approaches to help learners with Down's syndrome.	Explain characteristics of learners with Down's syndrome.  Apply suitable teaching methods, techniques and strategies to address the needs of learners with Down's syndrome.	Demonstrate positive attitudes towards learners with Down's syndrome	<ul style="list-style-type: none"> <li>• Definition of Down's syndrome.</li> <li>• Characteristics of learners with Down's syndrome</li> <li>• Teaching and learning approaches</li> </ul>	<p>-Explain Down's syndrome and its characteristics</p> <p>-Search and discuss different strategies that may be used to teach learners with Down's syndrome.</p>
<b>Assessment criteria:</b> Discuss different characteristics of learners with Down's syndrome and teaching / learning approaches to address their needs.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials:</b> Books, DVD-CDs, field experience and the internet, computer.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>			<b>Year: II</b>	<b>Option: All</b>
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/learning approaches</b>		<b>Sub Topic: Learners with developmental and cognitive disorders: Down's syndrome, speech and language difficulties, Autism, ADHD,</b>		
<b>UNIT 8: Learners with autism and ADHD and teaching/learning approaches</b>		<b>No. of periods: 6</b>		
<b>Key Unit Competence:</b> Explain the characteristics of learners with autism and ADHD and use appropriate approaches to teach them				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the characteristics of learners with autism and ADHD  Demonstrate knowledge on teaching and learning approaches to help learners with autism and ADHD	Explain characteristics of learners with autism and ADHD  Apply suitable teaching methods, techniques and strategies to address the needs of learners with autism and ADHD	Demonstrate positive attitudes towards learners with autism and ADHD	<ul style="list-style-type: none"> <li>• Definition of autism and ADHD</li> <li>• Characteristics of learners with autism and ADHD</li> <li>• Teaching and learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>- Explain autism and ADHD and its characteristics</li> <li>- Search and discuss different strategies that may be used to teach learners with autism and ADHD</li> </ul>
<b>Assessment criteria:</b> Discuss different characteristics of learners with autism and ADHD and teaching / learning approaches to address their needs.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials:</b> Books, DVD-CDs, field experience and the internet, Computer.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/ learning approaches</b>			<b>Sub Topic: Gifted and talented Learners and teaching / learning approaches</b>	
<b>UNIT 9 : Gifted and talented learners and teaching/learning approaches</b>				<b>No. of periods: 4</b>
<b>Key Unit Competence: Identify the characteristics and educational needs of Gifted and talented Learners</b>				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the characteristics and educational needs of Gifted and talented learners.  Demonstrate knowledge and approaches of responding to educational needs of Gifted and talented learners	Discuss the characteristics of Gifted and talented learners.  Apply appropriate teaching and approaches to address the educational needs of Gifted and talented learners.	Demonstrate acceptance and non-discriminatory behavior towards gifted and talented learners.	<ul style="list-style-type: none"> <li>• Characteristics of gifted and talented learners.</li> <li>• Teaching and learning approaches including curriculum differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the characteristics of gifted and talented learners.</li> <li>- Discuss and apply teaching approaches of responding to the educational needs of gifted and talented learners.</li> </ul>
<b>Assessment criteria:</b> <i>Discuss and apply curriculum differentiation to teach gifted and talented learners</i>				
<b>Links to other Subjects:</b> <i>Foundations of education, teaching methods</i>				
<b>Materials:</b> <i>Books, DVD-CDs, the internet and computer.</i>				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/learning approaches</b>		<b>Sub Topic: Emotional and behavioral disorders (EBD) and teaching/learning approaches</b>		
<b>UNIT 10: Emotional, Behavioral Disorders (EBD) and teaching/learning approaches</b>			<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> Explain the characteristics and Special Educational Needs of learners with Emotional and Behavioral Disorders (EBD) and use appropriate teaching/learning approaches				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the characteristics and SENs of learners with Emotional and Behavioral Disorders (EBD).  Demonstrate knowledge of approaches to address (supporting and teaching) the educational difficulties of learners with Emotional and Behavioral Disorders (EBD).	Describe the characteristics and educational difficulties of learners with Emotional and Behavioral Disorders (EBD).  Apply appropriate teaching approaches to support and teach learners with Emotional and Behavioral Disorders (EBD).	Demonstrate acceptance and non-discriminatory behavior towards learners with Emotional and Behavioral Disorders (EBD).	<ul style="list-style-type: none"> <li>• Characteristics of learners with Emotional and Behavioral Disorders (EBD).</li> <li>• Approaches of supporting, teaching and learning for learners with Emotional and Behavioral Disorders (EBD).</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the characteristics of learners with Emotional and Behavioral Disorders (EBD).</li> <li>- Discuss and apply approaches of supporting and teaching learners with Emotional and Behavioral Disorders (EBD).</li> </ul>
<b>Assessment criteria:</b> Discuss and apply approaches of supporting and teaching learners with emotional and behavioral disorders (EBD)				
<b>Links to other Subjects:</b> Foundations of education, teaching methods				
<b>Materials:</b> Books, DVD-CDs, the internet and computer.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA: Categories of learners with special educational needs and teaching/learning approaches</b>		<b>Sub Topic:</b> All other categories that may lead to educational vulnerability (Health problems, unsupported children, etc.)		
<b>UNIT 11:</b> Other categories who are educationally vulnerable (Health problems, unsupported children, etc.), and teaching/learning approaches			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Identify all other categories of learners with different special educational needs, specify their characteristics and impact on learning and teaching				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Identify the characteristics and educational difficulties of learners with different educational needs that may lead to educational vulnerability (Health problems, unsupported children, street children, etc.).  Demonstrate knowledge of approaches to identify, support and teach all other categories of learners with educational needs (Health problems, unsupported children, street children, etc.).	Describe the characteristics and educational difficulties of different educationally vulnerable categories of learners.  Apply appropriate teaching approaches to support and teach learners with varying educational vulnerabilities.	Demonstrate the understanding and acceptance of learners with different educational vulnerabilities.	Characteristics of learners with different educational vulnerabilities.  Approaches of supporting, teaching and learning for learners with different educational vulnerabilities.	-Explain the characteristics of learners with different educational vulnerabilities.  -Discuss and apply approaches of supporting and teaching learners with different educational vulnerabilities.
<b>Assessment criteria:</b> Discuss and apply approaches of supporting and teaching learners with different educational vulnerabilities				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, biology				
<b>Materials:</b> Books, DVD-CDs, the internet, computer.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>			<b>Year: II</b>	<b>Option: All</b>
<b>TOPIC AREA: Alternative Communication</b>			<b>Sub Topic: Rwandan Sign Language</b>	
<b>UNIT 12: Intermediate Rwandan sign language and deaf education</b>				<b>No. of periods: 6</b>
<b>Key Unit Competence:</b> Interpret and use intermediate Rwandan sign language				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate the understanding of the Rwandan Sign Language at intermediate level as an alternative means of communication used to communicate to the Deaf and Hard-of hearing Rwandan community.  Understand the educational needs and teaching strategies for the Deaf and Hard-of hearing.	Apply rules guiding Rwandan Sign Language at intermediate level.  Sign basic words and formulate simple conversations.  Apply strategies of accommodating Deaf and Hard-of hearing learners in class.	Appreciate Sign language as a means of communication that conveys values of the Deaf community and Culture.  Appreciate the abilities of a Deaf and Hard-of hearing learners.	Intermediate level Rwandan Sign language vocabulary and grammar rules.  Approaches of teaching and learning for Deaf and Hard-of hearing learners	In group, practice Rwandan sign language at an intermediate level.  Discuss, observe and apply teaching approaches for the Deaf and Hard-of hearing.
<b>Assessment criteria:</b> Use of intermediate level Rwandan sign language and teaching approaches for Deaf and Hard-of hearing learners in class.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods and languages				
<b>Materials:</b> Rwandan Sign Language Dictionary, DVD-CDs, field experience and the internet.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Alternative communication		<b>Sub Topic:</b> Braille		
<b>UNIT 13:</b> Intermediate level Braille and teaching approaches for learners with visual difficulties		<b>No. of periods: 4</b>		
<b>Key Unit Competence:</b> Use Braille transcriptions at intermediate level, and teaching approaches for learners with visual difficulties				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate the understanding of basics and rules of intermediate level Braille, as an alternative communication used by learners with visual difficulties.  Understanding of teaching approaches for learners with visual difficulties.	Apply intermediate level Braille transcription and related guidelines.  Apply teaching approaches for learners with visual difficulties.	Appraise Braille as an alternative communication.  Value the abilities of learners with visual difficulties.	Intermediate level Braille tactile transcriptions (Vocabulary, punctuations, figures, math signs etc.).  Teaching approaches for learners with visual difficulties and related resources (Single cell peg board, numeral cell peg board, Braille multiplication chart, slate, stylus and Pekins, white canes).	Search, discuss and practice Braille transcriptions to the intermediate level.  Reading and writing intermediate level  Braille transcriptions (Vocabulary, punctuations, figures, math signs etc.).  Observe and apply teaching approaches to support learners with visual difficulties.
<b>Assessment criteria:</b> Reading and writing using intermediate level Braille transcriptions				
<b>Links to other Subjects:</b> Foundations of education and teaching methods				
<b>Materials:</b> Books, DVD-CDs, field experience and Internet. Perkins, Slates and stylus, Braille paper(Manila), appropriate soft and hardware, computer.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: II</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> General strategies for inclusive teaching and learning		<b>Sub Topic:</b> Lesson planning for learners with SEN in an Inclusive class		
<b>Unit 14:</b> Lesson planning for learners with SEN in an Inclusive class			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Student-teacher should be able to competently plan and apply a lesson plan for an inclusive class				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Define requirements and components of an inclusive lesson plan.  Demonstrate knowledge of approaches to plan a lesson for a class that includes learners with SEN.	Describe components of an inclusive lesson plan.  Plan a lesson for an inclusive class.	Demonstrate non-discriminatory attitudes and behavior towards learners with SEN in class.	Requirements and components of an inclusive lesson plan.	Competently plan an inclusive lesson for school practice.  Adaptation of the lesson plan components to suit the inclusion of learners with SEN in class.
<b>Assessment criteria:</b> Discuss and plan an inclusive lesson				
<b>Links to other Subjects:</b> Foundations of education, teaching methods				
<b>Materials:</b> Books, DVD-CDs, and the internet, lesson plan templates, Computer				



## **5.3 SPECIAL NEEDS AND INCLUSIVE EDUCATION SYLLABUS FOR YEAR III**

### **5.3.1 Key Competences for end of Year III**

At the end of year III, student-teacher will be able to:

- Deliver, monitor and assess a lesson in an inclusive class.
- Offer career guidance and counseling services to learners with SEN.
- Identify, assess and recommend referral for a learner with SEN.
- Design and apply an IEP in an inclusive class.
- Design, adapt and/or produce appropriate teaching and learning resources for learners with SEN.
- Identify, assess and recommend referral for a learner with SEN.
- Discuss the components, functions and design of an inclusive school resource room to support teaching and learning for learners with SEN.
- Use and interpret Rwandan Sign Language at advanced level, and teaching approaches for the Deaf and Hard-of-hearing learners.
- Use Braille transcriptions at advanced level, and teaching approaches for learners with visual difficulties.

### 5.3.2 SYLLABUS UNITS FOR YEAR III

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>			<b>Year: III</b>	<b>Option: All</b>
<b>TOPIC AREA:</b> General strategies for inclusive teaching and learning			<b>Sub Topic:</b> Lesson delivery, monitoring and assessment in an inclusive class	
<b>UNIT 1:</b> Delivery, monitoring and assessment of a lesson in an inclusive class				<b>No. of periods: 4</b>
<b>Key Unit Competence:</b> Student-teacher should be able to competently deliver, monitor and assess an inclusive lesson.				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate knowledge of managing of an inclusive lesson through competent delivery, monitoring and assessment.	Competently deliver, monitor and assess an inclusive lesson.	Demonstrate non-discriminatory attitudes and behavior towards learners with SEN in class.	<ul style="list-style-type: none"> <li>• Classroom setting and sitting arrangement.</li> <li>• Teaching and learning resource display.</li> <li>• Individualized support provision.</li> <li>• Behavior monitoring and management.</li> <li>• Lesson initiation, development and assessment.</li> </ul>	Competently: <ul style="list-style-type: none"> <li>• Organize an inclusive classroom setting.</li> <li>• Display teaching and learning resource.</li> <li>• Provide individualized support.</li> <li>• Monitor and manage learners' behavior.</li> <li>• Introduce, develop, and assess an inclusive lesson.</li> </ul>
<b>Assessment criteria</b>	<i>Deliver an inclusive lesson</i>			
<b>Links to other Subjects</b>	<i>Foundations of education, teaching methods</i>			
<b>Materials</b>	<i>Books, DVD-CDs, and the internet, lesson delivery plan.</i>			

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: III</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> General strategies for inclusive teaching and learning		<b>Sub Topic:</b> Guidance and counseling for learners with SEN		
<b>UNIT 2:</b> Guidance and counseling services			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Student-teacher should be able to competently offer career guidance and counseling services to learners with SEN				
Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Demonstrate knowledge of guidance and counseling and its importance for learners with SEN.	Competently apply guidance and counseling skills for learners with SEN.	Demonstrate empathy, non - discriminatory attitudes and appropriate behavior for guidance and counseling services towards learners with SEN.	<ul style="list-style-type: none"> <li>• Definitions of Guidance and counseling.</li> <li>• Importance of Guidance and counseling</li> <li>• Strategies and qualities of school guidance and counseling service providers.</li> <li>• Objectives and components of Guidance and counseling services.</li> </ul>	<ul style="list-style-type: none"> <li>• Define guidance and counseling.</li> <li>• Explain the importance of guidance and counseling.</li> <li>• Discuss the strategies and qualities of school guidance and counseling services providers</li> <li>• Identify the objectives of components of guidance and counseling services.</li> </ul>
<b>Assessment criteria:</b> <i>Apply guidance and counseling skills for learners with SEN</i>				
<b>Links to other Subjects:</b> <i>Foundations of education, teaching methods, sociology.</i>				
<b>Materials:</b> <i>Books, DVD-CDs, and the internet, lesson delivery plan.</i>				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>			<b>Year: III</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Identification, assessment and placement of learners with SEN			<b>Sub Topic:</b> Identification, assessment and referral of learners with SEN		
<b>UNIT 3:</b> Identification, assessment and referral of learners with SEN				<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> Competently identify, assess and recommend referral for a learner with SEN.					
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>	
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>			
Demonstrate knowledge of characteristics and educational needs of learners with SEN.  Demonstrate knowledge of identifying and assessment of SEN.	Competently identify, assess and refer learners with SEN.	Demonstrate non-discriminatory attitudes and behavior towards learners with SEN in class.	<ul style="list-style-type: none"> <li>Principles and objectives of SEN assessment.</li> <li>Components of SEN assessment tools.</li> <li>Roles of SEN assessment team members.</li> <li>Procedures and processes of SEN assessment and referral.</li> </ul>	<b>Competently:</b> <ul style="list-style-type: none"> <li>Identify learners with different SEN.</li> <li>Organize and participate in an SEN assessment processes.</li> <li>Prepare and adapt SEN assessment tools.</li> </ul>	
<b>Assessment criteria:</b> <i>Planning, organization and participating in assessment processes</i>					
<b>Links to other Subjects:</b> <i>Foundations of education, teaching methods, Biology and sport</i>					
<b>Materials:</b> <i>Books, DVD-CDs, and the internet and SEN assessment tools.</i>					

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: III</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Identification, assessment and placement of learners with SEN		<b>Sub Topic:</b> Individual Education Plan( IEP) and placement of learners with SEN		
<b>UNIT 4:</b> Discuss the components of IEP, placement criteria and application of IEP in a planned lesson			<b>No. of periods: 6</b>	
<b>Key Unit Competence:</b> Competently design and apply an IEP in an inclusive class				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate knowledge of objectives, components and design of IEP.  Demonstrate knowledge of IEP processes and procedures.	Competently identify components of an IEP.  Adapt or design an IEP template.  Apply an IEP in an inclusive lesson.	Demonstrate non-discriminatory attitudes and behavior towards learners with SEN in class.  Show an interest in functioning within multidisciplinary teams.	<ul style="list-style-type: none"> <li>• Principles and objectives of IEP.</li> <li>• Components and design of an IEP tools.</li> <li>• Roles of IEP team members.</li> <li>• Processes and procedures of IEP development.</li> <li>• Placement and reviews of IEPs.</li> </ul>	Competently: <ul style="list-style-type: none"> <li>• Identify objectives of an IEP tool</li> <li>• Organize and participate in an IEP meeting.</li> <li>• Prepare or adapt appropriately an IEP tool</li> </ul>
<b>Assessment criteria:</b> <i>Planning, organization and participating in IEP processes and procedures</i>				
<b>Links to other Subjects:</b> <i>Foundations of education, teaching methods</i>				
<b>Materials:</b> <i>Books, DVD-CDs, and the internet and IEP tools.</i>				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: III</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Identification, assessment and placement of learners with SEN		<b>Sub Topic:</b> Educational provisions and resources for different categories of learners with SEN.		
<b>Unit 5:</b> Differences, characteristics, design, adapt, and/or produce appropriate teaching and learning resources for different categories of learners with SEN.			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Student-teacher should be able to competently design, adapt and/or produce appropriate teaching and learning resources for learners with SEN				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate knowledge of functional and learning differences and adaptations of teaching and learning resources for different categories of learners  Demonstrate knowledge of designing, adapting, and/or producing appropriate teaching and learning resources for various learners with SEN	Competently discuss, design, adapt, and/or produce appropriate teaching and learning resources for different learners with SEN.	Demonstrate non-discriminatory attitudes and behavior towards functional and learning differences of learners in an inclusive class	Educational resources  Characteristics of educational resources for learners with SEN  Designs, adaptation, and/or production of appropriate teaching and learning resources for different categories of learners with SEN	Identifying and understanding characteristics of appropriate educational resources for learners with SEN  Designing, adaptations, and/or production of appropriate teaching and learning materials for different categories of learners with SEN
<b>Assessment criteria</b>	Recognizing, designing, adapting, and/or producing appropriate teaching and learning resources for different learners with SEN			
<b>Links to other Subjects</b>	Foundations of education, teaching methods, creative arts and design			
<b>Materials</b>	Books, DVD-CDs, and the internet and IEP tools, computer.			

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>			<b>Year: III</b>	<b>Option: All</b>
<b>TOPIC AREA:</b> Identification, assessment and placement of learners with SEN.			<b>Sub Topic:</b> Resource room use and practices	
<b>Unit 6:</b> Resource room use and practices			<b>No. of periods: 4</b>	
<b>Key Unit Competence:</b> Discuss the components, functions and design of an inclusive school resource room to support teaching and learning for learners with SEN.				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate knowledge of components, functions and design of an inclusive school resource room.	Use the school resource room to address the different educational needs of learners with SEN.  Competently identify components, functions and designs of an inclusive school resource room	Demonstrate inclusive attitudes and behaviors for learners with SEN  Appreciate ability differences of learners with SEN	<ul style="list-style-type: none"> <li>Objectives of an inclusive school resource room</li> <li>Components and design of an inclusive school resource room</li> <li>Functions and services of an inclusive school resource room</li> <li>Position and placement of an inclusive school resource room</li> <li>Management of an inclusive school resource room</li> </ul>	<b>Competently:</b> <ul style="list-style-type: none"> <li>Identify objectives and design of an inclusive school resource room</li> <li>Outline the design, organization and management of an inclusive school resource room</li> <li>Outline services of an inclusive school resource room</li> </ul>
<b>Assessment criteria:</b> Design, organization, management of the school resource room.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, creative arts				
<b>Materials:</b> Books, DVD-CDs, and the internet, rehabilitation and therapeutic materials, computer.				

<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: III</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Alternative Communication		<b>Sub Topic:</b> Rwandan Sign Language (RSL)		
<b>UNIT 7:</b> Advanced Rwandan sign language and deaf education			<b>No. of periods: 10</b>	
<b>Key Unit Competence:</b> Use and interpret Rwandan Sign Language at advanced level, and teaching approaches for the Deaf and Hard-of-hearing learners.				
<b>Learning outcomes</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
Demonstrate the understanding of the Rwandan Sign Language at advanced level as an alternative communication for the Rwandan Deaf and Hard-of hearing community.  Understand the educational needs and teaching strategies for the Deaf and Hard-of hearing learners.	Use Rwandan Sign Language at advanced level.  Formulate sentences and simple coherent conversation in RSL.  Apply methods of teaching Deaf and Hard-of hearing learners at basic education level.	Value the abilities of a Deaf and Hard-of hearing learners in an inclusive class  Appreciate Sign Language as a means of communication that conveys values of the Deaf community and Culture	Rwandan Sign Language vocabulary and grammar at advanced level.  Approaches of teaching and learning for Deaf and Hard-of hearing learners in an inclusive class.	Practice Rwandan Sign Language at an advanced level.  Discuss and practice teaching approaches for the Deaf and Hard-of hearing.
<b>Assessment criteria:</b> Use of advanced level Rwandan sign language and teaching approaches for Deaf and Hard-of hearing learners in class.				
<b>Links to other Subjects:</b> Foundations of education, teaching methods, and languages				
<b>Materials:</b> Rwandan Sign Language Dictionary, DVD-CDs, field experience, the internet and computer.				



<b>SUBJECT: SPECIAL NEEDS AND INCLUSIVE EDUCATION</b>		<b>Year: III</b>	<b>Option: All</b>	
<b>TOPIC AREA:</b> Alternative communication/ transcription		<b>Sub Topic:</b> Braille		
<b>Unit 8:</b> <i>Advanced level Braille and teaching approaches for learners with visual difficulties</i>			<b>No. of periods: 10</b>	
<b>Key Unit Competence:</b> Use Braille transcriptions at advanced level, and teaching approaches for learners with visual difficulties				
Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Demonstrate the understanding of Braille as an alternative transcription used by learners with visual difficulties at advanced level.  Understanding of teaching approaches for learners with visual difficulties	Apply advanced level Braille transcription and related guidelines  Practice teaching approaches for learners with visual difficulties	Appraise Braille as an alternative transcription at advanced level.  Value the abilities of learners with visual difficulties	Advanced level Braille and tactile transcriptions  Teaching approaches for learners with visual difficulties and related techniques (Mobility and Orientation, sighted guiding, white cane techniques, etc...)	Discuss and practice Braille transcriptions to the advanced level  Reading and writing advanced level  Braille transcriptions (including introduction to Braille grade two level)  Apply appropriate approaches and resources to teach learners with visual difficulties
<b>Assessment criteria:</b> <i>Reading and writing using advanced level Braille transcriptions</i>				
<b>Links to other Subjects:</b> <i>Foundations of education and teaching methods</i>				
<b>Materials:</b> <i>Books, DVD-CDs, field experience and the internet. Braille machines, Slates and stylus, Braille paper (Manila), appropriate soft and hardware (DBT software, Embosser), White cane, blind-folders, computer etc.</i>				

## REFERENCES

1. Brown, S. Rust, C. & Gibbs, G. (1994). *Strategies for Diversifying Assessment in Higher Education*. The Oxford Centre for Staff Development, Oxford. Oxonion Rewley Press.
2. Brown, G., Bull, J. & Pendlebury, M. (1997). *Assessing Learner Learning in Higher Education*, Routledge, London.
3. Cowan, J. (2005). In: *Designing assessment to enhance learner learning*.
4. Florian, L & Linklater, H. (2010). *Preparing Teachers for Inclusive Education: Using Inclusive Pedagogy to Enhance Teaching and learning for All*. *Cambridge Journal of Education*, 40(4), 369-386. Doi: 10.1080/0305764X.2010.526588&nbsp;
5. Howard G. (2010). *Multiple intelligences*.<http://www.howardgardner.com/MI/mi.htm>
6. Hughes, I E. (1995). *Peer assessment of learner practical reports and its influence on learning And skill acquisition*. *Capability*. 1, 39-43.
7. Karangwa, E. (2008). *Initiation a l'Education Speciale et Inclusive*. *Manuel de formation pour Les Enseignants au Rwanda*, Kigali.
8. Linklater, H. (2013). *Teaching and the individuality of everybody* FORUM 51(5).
9. Pantic, N & Florian, L. (2015). *Developing teachers as agents of inclusion and social justice*. *Education Inquiry 9Edu. Inq.* 6(3), 333-351 &nbsp;
10. Race, P. Brown, S. and Smith, B. (2005). *500 Tips on assessment: 2nd edition*, London: Routledge.
11. Ramsden, P. (1988). *Improving Learning: New Perspectives*. London. Kogan Page.
12. Thomas, P. (2003). *Inclusive Education Training in Cambodia: In-service teacher training on Disability and special needs issues*, Disability Action Council Cambodia, published by EENET.
13. UNESCO Bangkok. (2004). *Embracing Diversity: Toolkit for creating inclusive learning-Friendly environments*, UNESCO Bangkok.
14. UNESCO Bangkok. (2004). *Creating Inclusive Learning-Friendly Classrooms*, Booklet 4 from The 'Embracing Diversity' toolkit, UNESCO Bangkok.

## ANNEXES

### 7. 1. Subjects and weekly timetable allocation from year 1 to year 3

No	Subject	Number of Periods								Number of Syllabi
		ECLPE		SSE		SME		LE		
		Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	
1	Foundations of Education	6	6	6	5	6	5	6	5	1
2	English	5	5	5	4	5	4	7	7	3
3	Kinyarwanda	5	5	2	2	2	2	5	6	3
4	Mathematics	3	3	3	3	6	6	2	2	3
5	Integrated Science	4	4	1	1	11	0	1	1	3
6	Physics	0	0	0	0	0	5	0	0	1
7	Biology	0	0	0	0	0	5	0	0	1
8	Chemistry	0	0	0	0	0	5	0	0	1
9	Social Studies	4	4	11	0	2	2	2	2	3
10	History	0	0	0	5	0	0	0	0	1
11	Geography	0	0	0	5	0	0	0	0	1
12	Economics	0	0	0	5	0	0	0	0	1
13	Creative Performance (Music and Fine Arts)	4	4	4	4	2	2	4	4	2
14	Physical Education	1	1	2	1	1	1	1	1	1
15	Entrepreneurship	2	2	2	2	2	2	2	2	1

16	ICT	2	2	2	2	2	2	2	2	1
17	TMP	7	7	4	4	6	4	4	4	11
18	SNE	2	2	2	2	2	2	2	2	1
19	Religious Education	1	1	4	3	1	1	1	1	2
20	French	4	4	2	2	2	2	7	7	3
21	Kiswahili	1	1	1	1	1	1	5	5	2
22	Co-Curricular	1	1	1	1	1	1	1	1	0
23	Individual Study	8	8	8	8	8	8	8	8	0
24	School Attachment	Year 3 (First term)								
	<b>TOTAL</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>46</b>

## SUBJECT OVERVIEW

TTC topic areas in SN&IE	Sub topic areas	Competences		
		Year I	Year II	Year III
1. Basics of Special Needs and Inclusive Education	1. Concepts /terms in Special Needs and Inclusive Education	Appropriately apply the various concepts /terms used in Special Needs and Inclusive Education in their practice	----- -----	----- -----
	2. Background history of Special Needs and Inclusive Education	Describe the roots and development of Special Needs and Inclusive Education and use that knowledge to participate and contextualize the education of learners with SENs and other disabilities in practice	----- -----	----- -----
	3. International, regional and national legal frameworks	Link the legal frameworks with the inclusive educational practice to advocate and sensitize the school and neighborhood communities on inclusion of learners with disabilities & SEN	----- -----	----- -----
	4. Principles of inclusive education	Promote principles of Inclusive Education in schools	----- -----	----- -----
	5. Models for Inclusion of learners with disabilities and other SEN	Contribute towards the school transformations towards appropriate inclusive education models	----- -----	----- -----

	6. Introduction to Braille and tactile transcriptions	Use Braille and tactile transcriptions as alternative communication for learners with visual difficulties		
	7. Introduction to Rwandan Sign Language and introduction to Deaf education	Use Rwandan Sign Language as alternative communication used by learners with hearing difficulties		
2.Raising community awareness on special needs and inclusive education	8. Parental involvement	Advocate and sensitize parents on inclusion of learners with disabilities & other SEN.	----- -----	----- -----
	9. Community involvement	Advocate and sensitize community on inclusion of learners with disabilities & other SEN.	----- -----	----- -----
	10. School community involvement	Advocate for inclusion of learners with disabilities and other SEN through Umuganda, school clubs, etc,	----- -----	----- -----
	11. Media	Advocate and sensitize for the education of learners with SEN and disabilities using media.	----- -----	----- -----
3.Categories of learners with Special educational needs and teaching/ learning approaches	12. Learners with sensory (visual, hearing & Deaf Blindness) difficulties and teaching/learning approaches	-----	Design and use appropriate approaches for inclusion of learners with SEN and disabilities in school	----- -----
	13. Learners with Physical challenges and teaching/learning approaches.			

	14. Learners with specific learning difficulties (Dyslexia, Dyscalculia, aphasia, Dyspraxia, Dysgraphia, etc.) and teaching/learning approaches.			
	15. Learners with developmental and cognitive disorders: Down's syndrome, speech and language difficulties, Autism, ADHD,			
	16. Gifted and talented Learners and teaching/learning approaches			
	17. Emotional and behavioral disorders (EBD) and teaching/learning approaches.			
	18. Other categories that may lead to educational vulnerability (learners with health problems, street children, refugees, orphans)			
4.General strategies for inclusive teaching and learning	19. Lesson planning for learners in an Inclusive class	-----	Apply an inclusive lesson plan in school practice	-----
	20. Lesson delivery, monitoring and assessment in an inclusive class	-----	-----	Competently apply various strategies of teaching, management and assessment in an inclusive class

	21. Guidance and counseling for learners with SEN	-----	-----	Competently offer career guidance and counseling services to learners with SEN.
5. Identification, assessment and placement of learners with SEN	22. Identification, referral & assessment of learners with SEN	-----	-----	Identify, assess and use assessment tools for learners' placement or referral.
	23. IEP & placement of learners with SEN	-----	-----	Prepare and apply IEP in a planned lesson
	24. Educational provisions and resources for different categories of learners with SEN	-----	-----	Design, adapt, and/or produce appropriate teaching and learning resources for different categories of learners with SEN
	25. Resource room use and practices	-----	-----	Use the school resource room to address the different educational needs of learners with SEN.
6. Alternative communication	26. Braille	Read and write grade one Braille and tactile transcriptions.	Read and write intermediate Braille grade one.	Read and write advanced Braille grade 1 and introduction to grade 2.
	27. Rwandan Sign Language	Use basic Rwandan Sign Language	Use intermediate Rwandan Sign Language	Use advanced Rwandan Sign Language
		<b>72</b>	<b>72</b>	<b>48</b>







