

# **SPECIAL NEEDS AND INCLUSIVE EDUCATION**

**FOR TTC**

**YEAR ONE**

**STUDENT'S BOOK**

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

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## FOREWORD

Dear Student,

Rwanda Education Board is honored to introduce to you the Special Needs and Inclusive Education book year one. This book is intended to equip you with knowledge, skills and attitude that are essential for your future. It is our sincere hope that this book will help you effectively teach learners with Disabilities and other Special Educational Needs.

In this book, you will learn about different terms and concepts used in special needs and inclusive education and trends that marked inclusive and special needs education in different eras. You will also learn different legal frameworks that have affected inclusive education and this include international declarations and convention, regional declarations and national policies.

For better understand inclusive education you will also learn the main principles of inclusive education and models of inclusion of learners with disabilities and other special educational needs.

Inclusion of learners with disabilities or special educational needs can't be successful without the participation of the whole community this include parents, local community, and school community. This is the reason that you will learn about the roles and responsibilities of schools' parents' organization (PTAS) in supporting and raising awareness in inclusion of learners with special education and disability and the roles of community members in supporting and raising awareness in inclusion of learners with special educational needs and disabilities. Additionally you will learn the role of media in promoting inclusive education.

This book will further introduce you to Braille and tactile material and to Rwandan Sign Language and Deaf education. In competence-based curriculum, learning is considered as a process of active learning where concepts are mainly introduced by an activity, a situation or a scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values. For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills
- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, from the internet or from your community;
- Participate and take responsibility for your own learning;

I wish to sincerely extend my appreciation to the people who contributed towards the development of this book particularly REB staff who organized the whole process from its inception. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.

**Dr. NDAYAMBAJE Irénée**

**Director General, REB**



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**Joan Murungi,**

**Head of Curriculum Teaching Learning Resources Department**

## ABBREVIATIONS AND ACRONYMS

<b>IE</b>	Inclusive Education
<b>CP</b>	Cerebral Palsy
<b>CwDs</b>	Children with Disabilities
<b>CBC</b>	Competence Based Curriculum
<b>CRPD</b>	Convention on the Rights of Persons with Disabilities
<b>CP</b>	Cerebral Palsy
<b>CTLR</b>	Curriculum, Teaching and Learning Resources
<b>EFA</b>	Education for All
<b>GS</b>	Groupe Scholaire
<b>HVP</b>	Home de la Vierge des Pauvres
<b>MDGs</b>	Millennium Development Goals
<b>PTAs</b>	Parents- Teachers Associations
<b>PwDs</b>	Persons with Disabilities
<b>REB</b>	Rwanda Education Board
<b>RNUD</b>	Rwanda National Union of the Deaf
<b>SDGs</b>	Sustainable Development Goals
<b>SNE</b>	Special Needs Education
<b>SEN</b>	Special Educational Needs
<b>UDL</b>	Universal Design for Learning
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children’s Fund
<b>VSO</b>	Voluntary Services Overseas

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## UNIT: 1

### INTRODUCTION TO CONCEPTS AND TERMS USED IN SPECIAL NEEDS AND INCLUSIVE EDUCATION

**Key Unit Competence:** Explain and use correctly the key concepts and terms used in Inclusive and Special Needs Education

#### Introductory Activity

In the area of Inclusive Education or Special Need Education, different concepts and terms related to education, health, medical support, etc. are used. Brainstorm and share some of the key concepts and terms used in inclusive education and special needs education you might know?

### 1.1 Definition of key concepts and terms

#### Activity 1.1

**What do you understand by the following terms?**

- Assistive devices
- Child friendly school
- Individualized teaching strategies
- Itinerant educator / teacher
- 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
- Special education



- Special Needs Education (SNE)
- Special Educational Needs (SEN)
- Inclusive Education (IE)
- Integrated education
- Mainstream education

### 1.1.1 Definitions of Terms and concepts used in special needs and inclusive education

- **Assistive devices:** These are equipment and materials used to facilitate or aid the functionality of a person with impairment. Examples: hearing aids, lenses, Perkins Braille, talking calculators, audio and video systems, white cane, wheel chairs, tricycles and special seats, adapted software like JAWS, interpreting technology, etc.
- **Child-Friendly School (CFS):** It is an educational setting characterized as “inclusive”, healthy and protective for all children, irrespective of their differences in abilities, gender, social status, background and others. It is based on the principle that every child should learn in an environment that is physically safe, emotionally secure and psychologically enabling. The approach aims at developing a learning environment in which children are motivated and able to learn. In Rwanda today, a CFS is characterized by quality education indicators including health and sanitation promotion, secure and learner protecting environment, school and community partnership, effective school management, gender sensitivity, inclusiveness, effective teaching and learning. These indicators apply to all levels of education
- **Disability:** According to the World Health Organisation (WHO), disability refers to difficulties encountered by an individual as a result of impairment, activity limitations or participation limitations. Disability arises from the interaction of health conditions with environmental and personal factors. This is also a development, human rights and social issue, because different societies interpret abilities or disabilities in accordance to their social norms and standards. In this document, reference is made to Visual Disability, Hearing Disability, Physical Disability, Communication Disabilities, Intellectual Disabilities and Multiple Disabilities.
- **Impairment:** This is the damage to a part of the body (organic system) caused by genetic factors, disease, accident or other factors, which may cause a disability. It is a partial or complete loss of use (or ability)



of a certain body part or organ which leads to a reduction or loss of function of that body part or organ.

- **Inclusive Education:** This is an educational process of addressing all learners' educational needs in a mainstream education setting regardless of their diverse needs. It is based on the principle that every learner is unique and can learn and develop differently. Therefore, the education system is expected to be flexible and adapted to cater for every learners needs.
- **Integrated education:** This is a process of addressing education of learners with special education needs within the mainstream education. The term Integrated Education is commonly used to describe the process of bringing children with disabilities into an ordinary school but focusing on the individual child fitting into the existing school system and doing little to adjust the system. In some countries this is known as mainstreaming. The child is seen as a problem and must be prepared for integration rather than the school being ready. Often, children are moved or accepted into school and is of little concern whether the child is learning or not. The focus is on the individual child and not the teachers' skills or the system. In these circumstances many children drop out or repeat classes for many years. The majority of the extra resources and methods (if available at all) are focused on the individual child and not on the teachers' skills and system. It is based on the principle that all learners have the right of access to education and all learners learn differently while education system has no obligation to change the environment in order to fit their needs. The child must adapt to the existing system or fail.
- **Individualized Teaching Strategies:** These are the personalized instructional approaches or methodologies that cater for the learners with disabilities and related Special Educational Needs. They involve among others, Individual Education Plan (IEP) which involves designing individualized learning and teaching goals, support provisions and resources, structured teaching approaches using adjusted and/or functional curricular, etc.
- **Itinerant teacher/educator:** Also referred to as a "visiting" or "peripatetic" teachers, itinerant teachers are traveling school teachers, often specialized in certain fields of Special Needs Education, who move from school to school, providing individualized support to learners with SEN, and/or supporting their teachers.
- **Mainstream schools:** Also referred as 'Ordinary' or 'Regular' schools as opposed to 'special schools'. They are schools which educate

learners that present no or minimal Special Educational Needs (SEN) and therefore do not require any exceptional educational adjustments. Most of Rwandan mainstream schools, accommodate learners with a range of mild and moderate disabilities without any adjustment to suit their needs.

- **Multi-Disciplinary Team (MDT):** This is a team of experts with different backgrounds working in complementary way in the delivery of education service and/or programming for an individual (or group of) learner (s) with Special Educational Needs. The specific roles of the Multi-Disciplinary team at school include (1) assessment of educational needs, (2) guiding the development of Individual Educational Plans (IEP) and following up learners with special needs. In Rwandan context, a multi-Disciplinary Team in a school include (not exhaustive); the school management-head teacher, director of studies, parents, teachers, health professionals, psychologists, social worker, learners and Special needs education specialist.
- **Special Needs:** Special needs are any of various difficulties (such as a physical, emotional, behavioural, health, ultra-poor or impairment) that cause an individual to require additional or specialized services or reasonable accommodations (in education or recreation). All those difficulties or challenges that a person faces and render him/her different from other average persons are referred to as “special needs” because they may demand adjustments in order to participate or access services equally.
- **Special Educational Needs (SEN):** These are non-ordinary needs a learner may have in schooling as a result of intrinsic or extrinsic limitations/barriers. The learner with SEN will need extra attention / assistance from the teacher and/or the use of different educational approaches or/and tools. Special needs that have a bearing on school work and education are generally referred to as special educational needs.
- **Special Needs Education (SNE):** In Rwanda, some children learn in specialized settings, due to temporary or permanent SEN, thus in those settings teachers provide adjusted educational programs or services known as “Special Needs Education” (SNE). Experiences in the Rwandan context continue to indicate that the concept is largely. Interpreted as ‘Uburezi bw’abafite ubumuga’ or education for those with disabilities, typically intellectual, multiple disabilities, or sensory disabilities. Providing services and programs adapting the educational system (Teaching approaches, environment, programs, and tools) and adjusting them to fit the individual needs of learners with special educational needs is what is referred to as Special Needs Education.

- **Special needs education professional staff:** These are professional service providers in the field of special needs officially recruited to offer specialized services that require specialized skills. Sign language interpreters, Special Needs Education Coordinators (SNECO) and resource room technicians for example.
- **Habilitation /Rehabilitation services:** Rehabilitation refers to services provided to newly persons with disabilities with the purpose of restoring some of the functionality they lost as a result of their disability. This is done mainly to help them acquire skills for independent living. Habilitation is like rehabilitation except that it is a service accorded to persons who had no functional skills in the first place at the time of acquiring the disability. It is both about teaching new skills to people who never had them.
- **Resource room:** This is a room/place in a school for supporting and teaching learners with SEN, equipped with specialized resources, various learning materials and support services. At times teachers also use it and other resource personnel, for other activities related to special needs education services.
- **Special School:** A school that is set and organized to provide educational services to learners with specific Special Educational Needs. In Rwanda, there are schools specified for learners with hearing difficulties ,with visual difficulties those with cognitive challenges, etc.
- **Support services/intervention:** These are special services offered by professionals in support of mainstream teachers of learners with disabilities and related educational needs; such as speech and language therapy, occupational therapists, sign language interpretation, counselling, etc.
- **Ultra-poor Children:** These are children that are living below the poverty line. Ultra-poverty is defined as the inability to meet minimum daily consumption needs, discomfort, exhaustion, exclusion, rejection, isolation and loneliness, low self-confidence. Learners who are brought up in low income families are at risk for academic as well as social problems and poor health and well-being which can in turn undermine educational achievement.
- **Vulnerable and Marginalised Girls:** The most marginalized and difficult to reach groups of girls vary according to local and national contexts. Unfortunately, there is limited availability of appropriate tools to assist with identification of the most marginalized girls. Many situation analyses tools have not been designed to collect the type and quality of information that will help identify and then reach the most marginalized or disadvantaged girls, who thus fall off the radar of formal or informal

interventions. Some of these girls include the following:

- Married adolescent girls
  - Girls living in areas where child marriage is accepted
  - Girls whose parents have disabilities
  - Girls heading households due to orphan hood or other reasons
  - Adolescent mothers
  - Out of school and illiterate girls
  - Girls from socially conservative families
  - Girls separated from their families
  - Domestic workers
  - Adolescent girls living with one or no parent
  - Girls living in rural, remote or isolated geographical areas
  - Adolescent girls with minimal social networks
- **Universal Design for Learning (UDL):** This is an internationally-recognized approach to inclusive teaching and learning. It refers to a set of principles and practices that allows all learners equal opportunities in the same educational setting. UDL provides a design for creating instructional goals, methods, materials, and assessments that work for everyone, and not a single, one-size-fits-all solution, rather, flexible approaches that can be customized and adjusted for individual needs. The UDL Guidelines are a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL Guidelines are organized according to three main principles that address representation, expression, and engagement, for each of which, “Checkpoints” are specified and highlighted.

### Self- assessment 1.1.

**Using examples explain the following terms:**

Assistive devices, Child friendly school, Individualized teaching strategies, Itinerant teacher/educator, Multidisciplinary team, SNE professional, habilitation/rehabilitation services, Resource room, Specialized person, Support service/intervention, Universal design for learning, Impairment, disability, Handicap, Special education, Special needs Education, Special educational needs, Inclusive education, Integrated education, Mainstream education

## 1.2 Differentiation of some key terms used in special needs and inclusive education

### Activity 1.2

In inclusive education and special needs, there are some terms that people tends to use interchangeably but are completely different.

Those terms are:

- Impairment, disability & handicap
- Special Needs Education, and Special Educational Needs.
- Inclusive education, integrated education, mainstream education

From your own understanding, how can you differentiate them?

**a. Impairment, disability and handicap:** These terms will be explained using clear example.

David is a 4-year old boy. He has a form of Cerebral Palsy (CP) called spastic diplegia. David's CP causes his legs to be stiff, tight, and difficult to move. He cannot stand or walk.

**Impairment:** The stiffness, tightness and inability to move the legs easily at the joints and inability to bear weight on the feet is impairment. Without orthotics and surgery to release abnormally contracted muscles, David's level of impairment may increase as imbalanced muscle contraction over a period of time and it can cause hip dislocation and deformed bone growth. No treatment may be currently available to lessen David's impairment.

**Disability:** David's inability to walk is a disability. His level of disability can be improved with physical therapy and special equipment. For example, if he learns to use a walker, with braces, his level of disability will improve considerably.

**Handicap:** David's cerebral palsy is handicapping to the extent that it prevents him from fulfilling a normal role at home, in preschool, and in the community. His level of handicap has been only very mild in the early years as he has been well-supported to be able to play with other children, interact normally with family members and participate fully in family and community activities. As he gets older, his handicap will increase where certain sports



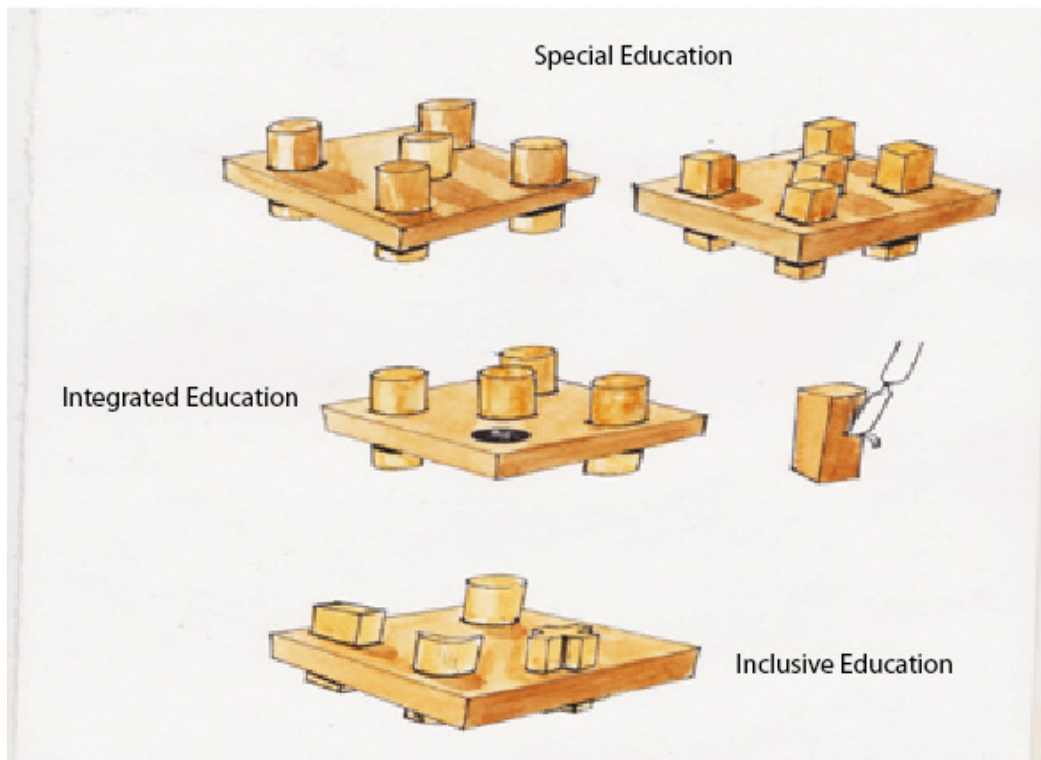
and physical activities are considered “normal” activities for children of the same age. He has little handicap in his preschool classroom, though he needs some assistance to move in the classroom and from one activity to another outside the classroom. Appropriate services and equipment can reduce the extent to which cerebral palsy prevents David from fulfilling a normal role at home, school and in community as he grows.

**Note:** when all barriers, limitations, prejudice removed and negative attitudes changed, the handicap does no longer exist to someone who has a disability or impairment.

### **b. Special Needs Education and Special Educational Needs.**

The only difference between those two terms is that Special Educational Needs (SEN) is a need that an individual has. For example, someone who has Down syndrome, emotional disturbance, reading and learning disabilities, intellectual disabilities, pervasive developmental disorder, etc. while Special Needs Education (SNE) is an educational service made to carter the individual educational needs aiming to fully develop the capabilities, independence and social participation of individual with disability or special need.

### c. Inclusive Education, Integrated Education, Mainstream Education



**Note:** Both approaches (integrated education and inclusive education) have the same objective to bring a student in a mainstream classroom. However integrated education expects students to adapt to the pre-existing structure, while inclusive education ensures that the existing education system is adapted to each student.

#### Self- assessment 1.2.

**Differentiate the following terms used in special needs and inclusive education:**

- Impairment, Disability and Handicap
- Special Needs Education and Special Educational Needs.
- Inclusive Education, Integrated Education, Mainstream Education

## END UNIT ASSESSMENT

1. In your own understanding, explain the following terms used in special needs and inclusive education:
  - Assistive devices
  - Child friendly school
  - Individualized teaching strategies
  - Itinerant teacher/educator
  - Multidisciplinary team
  - SNE professional
  - Habilitation/Rehabilitation services
  - Resource room
  - Specialized person
  - Support service/intervention
  - Universal design for learning
2. Referring to the following case study differentiate disability, impairment and handicap.

*“Cindy is an 8-year-old who has extreme difficulty with reading. She has good vision and hearing and scores well on tests of intelligence. She went to an excellent preschool and several different special reading programs have been tried since early in kindergarten.”*
3. Is your school setting inclusive or integrated? Justify your answer using examples?
4. From your own perspective, which approach (integrated or inclusive education) do you think Rwandan schools should adopt? Why?
5. Answer with a yes or no to the following statement, if your answer is no, provide the right definition:
6. Special educational needs is an educational approach or technique that is adopted in order to enable students with disability and special needs to learn depending to their own pace and ability, participate, develop independence and social participation.



## UNIT: 2

### TRENDS THAT MARKED INCLUSIVE AND SPECIAL NEEDS EDUCATION

**Key Unit Competence:** Identify and contextualize Inclusive Education in the current policy trends and pedagogical practices.

#### Introductory Activity

1. The right to education of children with Special Needs has been promoted over time in Rwanda. With examples, discuss on what has been done to promote the right to education of children with Special Needs in Rwanda.
2. There are different types of schools that children with Special Needs may attend. Name at least four special schools and ten inclusive schools that you know.
3. Persons with Special Needs/diverse needs have long been neglected and not considered as productive member of the society. How is the situation today? Discuss the long journey that Persons with Special Needs went through to arrive at where they are today.

#### 2.1. Brief history of the development of Special Needs and Inclusive Education

##### Activity 2.1.

1. All children can learn. With reference to the history of development of Special Needs, elaborate on this statement.
2. Explain four phases of development of Special Needs Education

Educational Historians typically trace the beginning of Special Education to the late of eighteenth and the early nineteenth centuries. Before that time, persons with disabilities and other special needs were not taken into consideration.

One of the earliest documented attempts at providing a special education were the efforts of the French physician Jean Marc- Gaspard Itard (1775-1838) at educating 12year old Victor, the so called” Wild boy of Aveyron”. Victor

was discovered by a group of hunters in a forest near the town of Aveyron, France. When found, he was unclothed, without language, ran but did not walk, and exhibited animal-like behaviour. Itard, an authority on diseases of ear and teaching youngsters with Hearing Impairments endeavoured in 1799 to civilize Victor. He attempted to teach Victor through a sensory training program and what today would be called behaviour modification. Because this adolescent failed to fully develop language after five years of dedicated and painstaking instruction, and only mastered basic social and self-help skills (dressing, sleeping, eating), Itard considered his efforts a failure. Yet he successfully demonstrated that learning was possible even for individual described by his contemporaries as a hopeless and incurable idiot. The title “Father of Special Education” is rightly bestowed on Itard because of his ground-breaking work 200years ago.

Another influential pioneer was Itard’s student Edouard Seguin (1812-1880). He developed instructional programs for youngsters whom many of his fellow professionals believed to be incapable of learning. Like his mentor Itard, Seguin was convinced of the importance of sensorimotor activities as an aid to learning. His methodology was based on a comprehensive assessment of the student’s strengths and weaknesses. Seguin also realized the value of early education; he is considered one of the first early interventionists.

The work of Itard, Seguin and other innovators of their time helped to establish a foundation for many contemporary practices in special education. Examples of these contributions include individualized instruction, the use of positive reinforcement techniques and a belief in the capacity of all children to learn.

In Rwanda, the history of special education can be traced back in the year 1962 when Father Joseph Fraipont Ndagijimana opened the first centre for medical, education and reintegration of persons with Disabilities in Gatagara. Persons with disabilities in Rwanda suffered stigmatization, isolation and segregation and was denied their rights to education. It is only after the 1994 Genocide against the Tutsi that the government of Rwanda committed to leave no one behind. Inclusive Education was then adopted as a mean to give rights to education to all children including those with disabilities.

All over the world, the education of learners with special needs can be categorized into four phases:

- **Period of extermination and Neglect**

Before 17th century, all over the world, disability was seen as a punishment

from God, a bad or evil sign. God created a man in his own image, disability was therefore an impurity. Persons with Disabilities could not approach sacred places.

Plato and Aristotle called for infanticide and Ciceron calls for the purity of the race, a society free of defectives. As a result of this philosophy, Persons with Disabilities were left on hills to die, thrown off cliffs and locked away. Fathers had rights to terminate child's life. Children with severe intellectual Disabilities, Blind and Deaf had little more chance to live.



*Period of institutionalization and isolation*

- **Period of Institutionalization and isolation**

Early eighteen, Christians believed that Jesus helped persons with disabilities (ex: Blind miracle). Disability was therefore seen as less a fault or evil sign. They felt that there was a need of assistance and help. As a result, Persons with Disabilities were often placed in hospitals, asylums or other institutions that provided little, if any education. They were isolated from the society and considered as useless eaters. The belief was that once disabled always disabled. Persons with Disabilities could not marry or get married. The sterilization law was enacted to prevent society from getting more persons with disabilities.

## • **Period of segregation**

The Second World War (1939-1945) left many persons with a certain disability and other special needs. Many were injured during the war and became disabled. Families of injured people pushed the US government to help persons with disabilities. The movement continued and reached to children with disabilities. The education of children with disabilities started. However, during this period, children with disabilities were catered for in segregated set ups in the community. Children with disabilities may be placed in special schools in which they learn with others who have similar difficulties like themselves. The school can be day or boarding. They were schools for the hearing impaired, visually impaired, mentally handicapped and physically handicapped. Under this kind of education, children with disabilities were still taken to be different hence segregation. This form of education has however some advantages which include:

- Smaller class enrolment resulting in a teacher handling fewer children
- Greater access to expert like trained special needs teachers, therapists such as physiotherapists, occupational therapists, speech therapist and others
- Modified environment such as cemented pavements, ramps and lowered toilets
- Availability of specialized equipment and resources.

The disadvantages of segregated education include:

- The special schools are often far from the learner's home, separating the learner from the family and age mates
- They may be limiting to learner's interaction with the real worlds as they spend most of the time with others like themselves.
- The learners are separated from peers and siblings in the formative years and come back home after the schooling years to people who may not know how to relate to them. This make it difficult for the learner to face the real world full of diversities, which he/ she was not prepared for.
- The special teachers in the special programme rarely interact with teachers of regular schools and so they do not exchange new ideas on teaching.
- The teachers are trained to work with only a specific disability or special need.
- The cost of this provision is very high and not sustainable

- Most of the special education provision was started and maintained through a charity approach. Because of the charitable outlook of this type of provision children with special needs education are viewed as:
  - Object of pity
  - Dependent on others
  - Underachievers
  - Persons with special needs who need to be in a special school or class under a special teacher trained in special institution

- **Period of integration**

As society started accepting those with special needs as part of the society, they become more tolerant and understanding. The idea of integration was conceived. Integration reflects the attempts to place learners with special needs into the mainstream. Even though this is being done, the focus is still on disability. The child is expected to adapt and fit into the education system without any major changes being done to its curriculum or style of teaching and learning. Everything in these schools is tailored to fit the normal child. That leaves out the Children with Disabilities, whose needs are normally ignored. Integration is still practiced in many countries in Africa. This then shows that the means by which the Children with Disabilities should access basic quality education without discrimination is yet to be achieved in many parts of the world. This therefore calls for flexibility in educational practices.

This form of education also has its advantages and disadvantages. Advantages include:

- The learners with special needs in education enjoy social integration from peers and relatives
- It is less restrictive to the learners as they interact with others without similar special needs education
- Gives an opportunity for learners without special needs to support those with special needs in various activities

Disadvantages include:

- If not well coordinated, a learner with special needs in education may be excluded from academic learning while being socially included
- Labelling and stigmatization of the learners with special needs may result from special arrangements to help meet their needs. This may lower their learners' self-image
- The regular teachers feel incompetent to deal with the special learner who they think may only be handled by special teacher.



## • Period of Inclusion

The integrated education model emphasizes on where the pupil is placed rather than on the quality of his or her learning experiences. With time, educators have realized that integration needs to be reviewed and that is how the inclusion started. After the international year for the PWDs in 1981, many organizations of and for persons with disability organized themselves and become vocal on the quality of education they were receiving. They argued that CWDs who went to regular schools got better education than those in special schools. They came to the conclusion that provision of education through inclusive approach was the best option. Inclusion follows from integration but differs from it in that, in inclusion it is the school that must make the adjustments to accommodate or include the child. Inclusion means participating in school life in all aspects. It requires the educational system to meet the needs of the child as normally and inclusively as possible rather than the child with the special needs being made to adapt to suit the needs of the system. The key issue with inclusive education is to make the regular schools welcoming for all learners regardless of difficulties the learners might have.

### SELF Assessment 2.1

1. What are some of the advantages and disadvantages of integration?
2. What are the negative aspects of segregated education?

## 2.2. Pioneering contributors to the development of Special Education

### Activity 2.2

1. Explain how the work of Louis Braille influenced the education of learners with Visual Impairments in Rwanda?
2. Maria Montessori believed that children learn best by direct sensory experience, in a group. Discuss how children can learn using different senses?
3. Name four pioneers who contributed to the development of Special Education

Many people contributed to the development of Special Education. The following are selected people whose contributions marked the development of Special Education.

- **Jacob Rodrigues Pereine (1715- 1780):** Introduced the idea that persons who are deaf could be taught to communicate. He developed an early form of Sign Language.
- **Phillippe Pinel (1745-1826):** A reform minded French physician who was concerned with the humanitarian treatment of individual with mental illness. Advocated releasing institutionalized patients from their chains. Pioneered the field of occupational therapy
- **Jean Marc Gaspard Itard (1755-1838):** A French doctor who secured lasting fame because of his systematic efforts to educate an adolescent thought to be severely mentally challenged. Recognized the importance of sensory stimulation.



*Jean Marc Gaspard Itard*

- **Thomas Gallaudet (1787-1851):** Taught children with Hearing Impairments to communicate through a system of manual signs symbols. Established the first institution of Learners with Hearing Impairments in United States of America.
- **Samuel Gridley Howe (1801-1838):** An American Physician and educator accorded international fame because of his success in teaching individuals with visual and hearing impairments. Founded the

first residential facility for the blind in America.

- **Louis Braille (1809-1852):** A French educator, himself blind who developed a tactile system of reading and writing for people who are blind. His system, based on a cell of six embossed dots, is still used today.



*Louis Braille*

- **Eduard Seguin (1812-1880):** A pupil of Itard, Seguin was a French physician responsible for developing teaching methods for pupils with Intellectual Disabilities. His training emphasized sensorimotor activities.
- **Alfred Binet (1857-1911):** A French psychologist who constructed the first standardized developmental assessment scale capable of qualifying intelligence. The original purpose of this test was to identify students who might profit from a special education and not to classify individuals on the basis of ability. Also originated the concept of mental age with his student Theodore Simon.
- **Maria Montessori (1870-1952):** Achieved Worldwide recognition for her pioneering work with young children and youngsters with Intellectual Disabilities. First female to earn a medical degree in Italy. Expert in Early Childhood Education. Demonstrated that children are capable of learning at a very early age when surrounded with manipulative materials in a rich and stimulating environment. Believed that children learn best by direct sensory experience.
- **Lewis Terman (1877-1956):** An American educator and psychologist who revised Binet's original assessment instrument. The result was the publication of the Stanford Binet Scale of intelligence in 1916. Terman developed the notion of intelligence quotient, or IQ. Also famous for lifelong study of gifted individuals. Considered the grandfather of gifted



education.

### SELF Assessment 2.2

1. Name three pioneers of Special Education and explain how their works influenced education of learners with Special Needs Education in Rwanda?

## 2.3 Current trends in inclusive and Special Needs Education policies and practices

### Activity 2.2

1. What does the Jomtien Declaration say about Special Needs Education?
2. What is the most recent declaration and what does it entail as regard to special needs education?
3. What was the emphasis of Salamanca statement?

The right to education has been globally acknowledged as an overarching right. Article 26 of the Universal Declaration of Human Rights decrees education as an inalienable human right upon which depends the realization of other rights. However, persons with special needs and those with disabilities have long been denied their rights to education. International, regional and national laws and policies have to be set to ensure that persons with disabilities and other special needs are enjoying their rights as other members of the society. The major ones include:

#### 1. The Universal Declaration of Human Rights (1948)

Article 26 of the Universal Declaration of Human Rights states that: ‘Everyone has the right to education, which shall be free and compulsory. All are entitled to all the rights without discrimination of any kin such as race, colour, sex, birth or any status’. This forms an important basis for education for all children in the world regardless of the diversity of the needs of the person.

#### 2. The World Conference on Education for All (EFA) also referred to as the Jomtien Declaration (1990)

Another move for inclusion was during the World Conference on Education for All in Jomtien, Thailand. The Jomtien Conference recommended among

other things that:

- All children have a right to education regardless of individual differences.
- All children should be taken to school
- Government should provide each child the most suitable education

However, this did not have a worldwide impact, as stakeholders didn't make deliberate attempts to implement the recommendations.

### **3. The Salamanca Statement on Inclusive Education (1994)**

This statement was formulated by representatives of 92 world governments and 25 international organizations who were delegates at the World Conference on Special Needs Education in Salamanca, Spain. This was a follow up of the Jomtien Declaration (1990) discussed above. The major recommendations of the Salamanca Statement addressed the following:

- The right of every child to education that considers the child's unique abilities and learning needs.
- The child with special needs must have access to regular education in a welcoming school in his or her neighbourhood. This will create an inclusive society thus improving efficiency and cost effectiveness in education system.
- All governments must give priority to policy, legal and budgetary provision to improving their education system to include all children in regular education as much as possible. This will be achieved by:
  - Exchanging programmes with other countries practicing inclusive education
  - Establishing decentralized and participatory mechanisms for planning education provisions for learners with SNE.
  - Encouraging community participation in education
  - Improving teacher education programme to address SNE in the regular schools

### **4. Dakar Framework of Action (2000)**

The World Conference on Education for All was held in Dakar, Senegal to assess the progress since Jomtien (1990). It concluded that there was little or slow progress in most countries especially in Africa towards achieving

the goal set ten years earlier. The following factors were suggested to be the reasons for the lack of notable achievement of the EFA goals in African countries:

- Low quality education
- Illiteracy among children and adults especially girls and those with disabilities
- Low completion rates
- Irrelevant and expensive curriculum
- Low achievement(attainment) rates
- High cost education
- Limited resources for financing education
- Low community participation

The Dakar framework for action emphasises the need for action by National Governments including Rwanda to rededicate themselves towards attaining the EFA Goals.

#### **5. The Convention of the Right of Persons with Disabilities (2008)**

promotes the right of persons with disabilities to inclusive education (Article 24). It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.

#### **6. The Incheon Declaration (UNESCO, 2015)**

is the most recent effort that reaffirmed previous efforts in guaranteeing education for all and committed nations towards a 2030 target of inclusive and equitable quality education and lifelong learning for all. Continuous efforts by nations to ensure education for all have in recent years expressed in the Millennium Development Goals (MDGs) of 2000. Goal 2 postulated that by 2015, member nations should guarantee Universal Primary Education (UPE) for all boys and girls. Indeed, member nations were urged to ensure that those in difficult circumstances and those belonging to ethnic minorities complete a full course of primary schooling. But UPE was not achieved in the target year (2015). This is the reason the aspirations were carried forward to Sustainable Development Goals (SDGs). Goal 4 of the Sustainable Development Goals recommitments nations to work towards inclusive and equitable quality education and promote life-long learning opportunities for all.

## 7. The United Nations Convention on the Rights of the Child (UNCRC) (1989)

The UNCRC protects and promotes the rights of all children including those with disabilities, coming from ultra-poor households and marginalized girls. Articles 2, 23, 28 and 29 are particularly relevant to the rights of children with disabilities.

**Article 2: Non-discrimination** – *“All rights apply equally to all children without exception. It is the State’s obligation to protect children from any form of discrimination and to take positive action to promote their rights”*

Article 2 is the key Article for children with disabilities. It states clearly that every Article applies equally and without exception, to all children, irrespective of race, colour, sex, disability, birth or other status.

Children with disabilities have the same rights as other children. This includes, for example, the right to education, to survival and development, to know and be cared for by their families, to participate in leisure activities and to have their opinions heard. However, children with disabilities routinely face discrimination and many, such as girls with disabilities and children from ultra-poor households face multiple forms of discrimination. In many cases, they do not attend school because of discriminatory attitudes or a lack of awareness as to how they should be included.

**Articles 28 and 29: Education** – *“The child has a right to education, and the State’s duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity”*

Article 28 reinforces that all children, including those with impairments and difficulties in learning, have a right to education. However, there is no specific mention of the importance of early intervention and pre-school education, which can help to reduce the impact of impairments.

**Article 23: Rights of Children with Disabilities** *“a child with disability has the right to special care, education, and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible”.*

Article 23 emphasises that, in order to implement the principle of non-discrimination, children with disabilities have the right to have their individual needs met. The article suggests that children with disabilities may need “special care”. This implies that the only problems facing children with

disabilities are to do with their own impairments. No mention is made of the barriers children face in society. Unfortunately, this article can easily be misinterpreted. It could justify the segregation of children with disabilities because they are seen as needing “special care”. It also implies that children with disabilities can only have access to their rights ‘where resources allow’, since ‘special care’ is usually expensive. The overall emphasis in Article 23 is on welfare rather than rights. It does not promote inclusive education or inclusive social policy. However, the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities make it clear that the rights of people with disabilities are to be achieved through a policy of inclusion. It is the combination of this principle and the rights provided by the UNCRC, that determines the rights of children with disabilities.

**Regionally, article 17(1) of the African Charter on Human and Peoples Rights** guarantees the right to education. Article 2 of the same decrees state that the rights assured by the charter should be enjoyed without any form of discrimination and article 18 (4), specifically targets persons with disabilities and provides that persons with disabilities should be accorded special measures of protection in reference to their physical and moral needs. It further endeavours to guarantee the right to education. Article 3(a) of the African Charter on the Rights and Welfare of the Child states that every child has a right to education. Section 3(e) exhorts state parties to take special measures in respect to female, gifted and disadvantaged children, to ensure equal access to education.

**The Constitution of the Republic of Rwanda of 2003 as amended in 2015** reaffirms the equality of all Rwandans in rights and duties and prohibits any form of discrimination based especially on physical or mental disability. Article 51 states that the State has duty to establish measures facilitating education of persons with disabilities.

### SELF Assessment 2.3

1. Explain why nations should have policies and laws that support persons with disabilities?
2. Discuss on the Sustainable Development Goals, especially number 4 and how it supports education of children with disabilities?
3. What was the reasons behind the lack notable achievement of the EFA Goals in Africa?

## END UNIT ASSESSMENT

1. Discuss advantages and disadvantages of integrative education?
2. Discuss the contributions of the following pioneers to the development of Special Needs Education
  - Phillippe Pinel
  - Jacob Rodrigue Pereine
  - Jean Marc Gaspard
  - Alfred Binet
3. What are the recommendations from the EFA conference?
4. Elaborate on the Salamanca statement?



## UNIT: 3

### LEGAL FRAMEWORKS AFFECTING INCLUSIVE EDUCATION

**Key Unit Competence:** Discuss and contextualize international, regional and national frameworks regarding inclusive and Special Needs education.

#### Introductory Activity

Human rights are the foundation of human existence and coexistence. They are universal, indivisible and interdependent, and they lay at the heart of everything the United Nations aspires to achieve in its global mission of peace and development. Since the adoption of the universal declaration of Human Rights by the United Nations Organization General Assembly in 1948, governments have discussed, negotiated, and agreed upon many hundreds of fundamental principles and legal provisions designed to protect and promote an array of civil, cultural, economic, political and social rights. In addition, they didn't limit there, but they also designed different declarations, conventions, charters, policies protecting the right of people disability.

#### Questions:

Do you know any conventions, declaration, charters, and policies protecting the right of people disability?

### 3.1. International declarations and conventions regarding people with disability and SEN

#### Activity 3.1.

In O level, you have probably heard about international declarations or conventions regarding rights of people with disability.

Mention any of the declarations or conventions you might know?

- *Universal Declaration of Human Rights –1948* ensures the right to free and compulsory elementary education for all children. The declaration

emphasizes that all persons with disabilities have a right to education no matter how severely disabled they are.

- *UN Convention on the Rights of the Child-1989* ensures the right for all children to receive education without discrimination on any grounds. The convention asserts that “all rights are indivisible and interrelated” meaning that providing segregated education could violate the children’s right to non-discrimination as much as it aims at fulfilling their right to education.
- *World Declaration for Education for All-1990*: First agreement on target of ‘Education for All’. The Jomtien declaration addresses the challenges of educational disparities and calls for attention to be paid on vulnerable groups to discrimination and exclusion with a specific mention of persons with disabilities.
- *Standard Rules on the Equalization of Opportunities for Persons with Disability-1993*: The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities Rule 6 not only affirms the equal rights of all children, youth and adults with disabilities to education but also states that education should be provided in “an integrated school setting” and in the “general school settings”.
- *UNESCO Salamanca Statement and Framework for Action-1994*:

‘Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, religious or cultural minorities and children from other disadvantaged or marginalised areas or groups.’

- *Dakar Framework for Action-2000*: Ensuring that all children have access to and complete free and compulsory primary education by 2015. Focus on marginalized and girls.
- *The UN Convention on the Rights of Persons with Disabilities-2006 as ratified in 2008* promotes the right of persons with disabilities to inclusive education (Article 24). It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.
- *Sustainable Development Goals: Goal 4* ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. Specific targets are (i) by 2030, the world will eliminate all disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; (ii) build



and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

- *Quality assurance guidance on disability and other special education needs in EAC* higher education observes art 120 (c) of the “Treaty for the establishment of EAC” that all partner states cooperate in the field of welfare with respect to adoption of a common approach towards the disadvantaged and marginalized groups, including person with disabilities, through rehabilitation and provision of education and training.

### Self assesment 3.1

Contextualize the international declarations and convention on inclusive education in Rwandan context as regards to their implementation in the Rwandan society, particularly in schools

## 3.2. Regional declarations, decrees, charters regarding people with disability and SEN

### Activity 3.2

- What do you understand by regional declarations, decrees, charters regarding people with disability and SEN?
  - Can you mention some on them you might know?
- *East African Community Persons with Disability Act 2015*, the partner State shall take appropriate and effective measures to ensure that the goal of inclusive education for persons with disability is realized. For the purposes of subsection (1) the Partner States shall ensure that:
- a. Persons with disability access free, quality and compulsory primary and secondary education;
  - b. Persons with disability are able to access general tertiary education, vocational training, adult education, vocational training, discrimination and on equal basis with others, including ensuring the literacy of persons with disability above compulsory school age;
  - c. Reasonable accommodation of the individual’s requirement is provided, and that persons with disability receive the support

- required to facilitate their effective education;
- d. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion;
  - e. Appropriate schooling choices are availed to persons with disability who may prefer to learn in particular environment and,
  - f. Persons with disability learn life and social development skills to facilitate their full and equal participation in education and as members of society
- *The revised Kenya Constitution of 2010 prohibits discrimination in Article 27, Section 4, which states:* The State shall not discriminate directly or indirectly against any person on any ground, including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, [emphasis added] religion, conscience, belief, culture, dress, language or birth. (p. 24) this statement guarantees people with disabilities the same rights and opportunities as their non-disabled peers, including a free primary to education.
  - UNCRPD explains Persons with Disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. This definition with its focus on the impact of the way society is organized for the persons with disabilities corresponds to a social model of disability and would emphasize priorities of social attitudes, communication inclusion and dismantling barriers to access.
  - UNCRPD expects that all Persons with Disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the community in which they live. The Constitution, in Article 40, stipulates that primary education is free and compulsory in public schools and obliges the State to take measures to facilitate the education of persons with disabilities. Similarly, Law N° 01/2007 of 20 January 2007 relating to protection of Persons with Disabilities in general, in its Article 11, states the right for Persons with Disabilities to an appropriate education with respect to the nature of his or her disability. Special conditions are allowed for those who cannot sit exams under the same conditions as others.
  - *Law N° 12/2001 of 28 April 2001* relating to rights and protection of the child against violence, in Article 15, stipulates that the child with disabilities shall benefit from special protection, access to medical care, education and social welfare. This protection is the responsibility of both the parents and the Ministry having the Social Affairs in its attributions.

## Self assesment 3.2

Identify some regional declarations, decrees, charters regarding people with disability and SEN and then briefly make comments.

### 3.3. National policies and legislations regarding people with disability and SEN

#### Activity 3.3

Previously, we have learned different international and regional declarations, conventions, charters, etc. regarding people with disability. Now we are going to study some national policies and legislation regarding people with disability. Can you identify one or two national policies or legislation regarding people with disability?

- *The constitution of the Republic of Rwanda of 2003 as amended in 2015 (Art.51)* states that the State has duty to establish measures facilitating education of persons with disabilities.
- *Law n° 01/2007 of 20/01/2007* relating to protection of persons with disabilities in general states that a person with disabilities has the right to appropriate education in respect of the nature of his or her disability.
- *Economic Development and Poverty Reduction Strategy 2(EDPRS2)*: Education personnel and teachers with skills in inclusive and special needs education must be increased in number. Assistive devices and appropriate learning resources must also be scaled up.
- *National Strategy for Transformation (NST) 1 priority Area 4*: Enhancing the demographic dividend through improved access to quality education. In particular, pillar 62 stipulates that people with disabilities are able to start school and progress through all levels of education. This must be achieved by developing a system for identifying children with special education needs, availing suitable special needs education materials, building capacity of teachers and ensuring accessibility of infrastructure.
- *MINEDUC draft Policy and Strategic Plan on Special Needs and Inclusive Education (2018)*: The policy provides the overarching

framework for the development and delivery of educational services for learners with a range of SEN in Rwandan education. It pledges eradication of all intrinsically and/or extrinsically motivated barriers met by learners with special educational needs at school.

- *Education Sector Strategic Plan (2013/4-2017/8)*: states that all schools must be adequately resourced and prepared to accommodate all learners with special educational needs. It requires that all schools be disability-friendly, barrier free and fully accessible. The education sector also foresees that education for children with Special Educational Needs will also demand coordinated efforts of different Ministries and agencies beyond its mainstream services, including public and private sectors in Health, Social and Local Governance.
- *Education Sector Strategic Plan (ESSP) 2018/2019-2023/2024*: Priority five and seven of the plan call for an increased participation and achievement of children and young people with disabilities and SEN at all levels of education. All pre-service teaching institutions include component on inclusive education and in-service teachers receive continuous professional development opportunities on inclusive education.
- *Competence based Curriculum framework-2015* has placed inclusive education among the crosscutting issues that needs to be addressed by all subject teachers

### Self assesment 3.3

Identify different national legislation or policies regarding people with disability or special educational need?

### END UNIT ASSESSMENT

1. Do your school's practices fit into the national, regional and international policy frameworks in regard to people with disabilities and other special educational needs? If not,:
  - What is missing?
  - What are the challenges/barriers?
  - What solutions can you suggest to remove barriers?

**MAIN PRINCIPLES OF INCLUSIVE EDUCATION**

**Key Unit Competence:** Appraise and assess the implementation of the major principles guiding inclusive and special needs education in general, and particularly in schools. The general principles of Inclusive Education

**1.0. Introductory Activity**

Considering your school assess how it is adhering to the general principles of Inclusive Education, by responding to the following questions:

1. How do you find the school environment, is it friendly, accessible?
2. What can you say about teachers' competences and attitude towards learners with Special Needs?
3. Is the curriculum flexible and adapted to meet the needs of learners with Special Needs?
4. What would you say about parents and community involvement?
5. Are the teaching/ learning materials available and adapted to meet the needs of learners with Special Needs and Disabilities?
6. How do school leaders promote inclusive education?

**4.1. Principles of Inclusive Education****Activity 4.1.**

1. Explain briefly general principles that guide inclusive education?
2. Discuss with colleagues how your school is adhering to these general principles of Inclusive Education?

The fundamental principle of inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their learners, accommodating both different styles and rates of



learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. The following are general principles that guide Inclusive Education:

- **Responding to learners' needs**

Learners have different ways of accessing information and making it meaningful. Therefore, the education system is expected to respond appropriately to learners' learning differences:

- In planning their learning taking personal factors into account;
- In the provision of support to overcome barriers to learning that does not stigmatize them or separate them from their peers;
- In assessment – choosing different ways of showing what they know, understand and can do, being involved in discussions about assessment information and how it can support future learning;
- In curriculum – having a say in relevant, meaningful, personalized outcomes.

- **Active participation of learners**

All learners are entitled to be active participants in the life of the school and community and feel valued for the individual contribution that they make.

Learners should be listened to for any additional support (e.g. assistive aids or alternative learning approaches) needed to help them participate in the full range of activities and experiences offered. Therefore, education system should ensure that learners:

- Have a sense of belonging and feel secure in the school environment;
- Have opportunities for collaboration and co-operative learning, with flexible peer groups to develop social and communication skills;
- Have their achievements recognized and celebrated;
- Take a full part in extracurricular and out-of-school activities;
- Take responsibility for their own learning and an active role in the learning process, maintaining high expectations and increasing independence in learning; and
- Recognize their responsibilities to others in the school and community.



### • **Positive teacher's attitudes**

All teachers should have positive attitudes towards all learners and the will to work collaboratively with colleagues to respond to their educational needs. Therefore, teachers should:

- Take responsibility for all learners and show understanding of the fundamental needs that they all have in common e.g. to feel safe, sense of belonging to the school community, to enjoy their time in school and achieve learning outcomes;
- Value and show commitment to meeting a broad range of outcomes (including emotional health and well-being, social skills) and maintain high expectations for all learners;
- Recognize when learners need support and arrange this sensitively together with the learner, without using potentially limiting labels;
- Have knowledge of a range of resources (including ICT tools) and the skills to use them effectively in the classroom;
- Have a positive attitude to innovation and be prepared to continue their personal and professional development;
- Collaborate with and support teachers to reflect on practice and build 'team' knowledge and skills in order to help learners (for example in the development of individual support, classroom strategies or transition plans); and
- Communicate effectively with learners, parents and colleagues from all service providers to benefit learners.

### • **Effective teacher skills**

All teachers should develop appropriate pedagogical skills to enable them meet individual learner's needs. For example, teachers should be able to:

- Assess learning outcomes by using a range of approaches which allow learners to show what they know, understand and are able to do in a variety of ways;
- Use feedback from the SEN assessment to identify barriers (physical, attitudinal, organizational) to learning and plan strategies to support the learners;
- Provide a range of learning opportunities in line with individual learner ability;
- Ensure curriculum differentiation to suit the learners 'differences and competences; and
- Collaborate with peer educators to develop individual educational plan and monitor its implementation.

### • **Visionary school leadership**

School leaders should value diversity among staff and learners, encourage collegiality and support innovation. Throughout the whole school, inclusive values should be evident in all school rules, regulations, development plans and practices. Therefore, school leaders should:

- Establish a positive ethos and a learning culture by making their vision and inclusive values and beliefs explicit in all aspects of school life;
- Ensure that inclusion and learner well-being are central in school improvement plans and evident in all practices;
- Organize school in ways that avoid labelling or categorizing learners, e.g. flexible, mixed groupings for different activities;
- Encourage and empower staff to develop their capacity and competence through different approaches in order to meet a diversity of learners 'needs';
- Support staff to reflect on their practices in relation with inclusiveness in order to become autonomous lifelong learners;
- Manage resources effectively and ensure that they reflect and respect the diversity of learners within the school;
- Use school funds efficiently to transform the school in an inclusive environment accessible to all learners;
- Develop effective monitoring of school improvement plan to ensure the achievement of learning outcomes for all learners;
- Manage multidisciplinary staff to take joint responsibility in facilitating access to the curriculum and extracurricular activities for all learners;
- Communicate effectively with the local community, interdisciplinary support services and to ensure a holistic and multidisciplinary approach to meeting broader needs and enhance learning;
- Adapt universal design for learning (UDL) in all school planning strategies.

### • **Coherent interdisciplinary services**

Every school should have access to the support of interdisciplinary community services. Children and young people will not be successful in their learning if their basic health, social and emotional needs are not met. This may require support for families and communities and will need services such as health and social services to collaborate and ensure a holistic approach. Interdisciplinary services should:

- Demonstrate good working relationships and effective communication across and between different sectors/services and schools in the

community. They should enable information to be shared and appropriate and timely support provided to address additional needs (such as special educational needs assessment/diagnosis results, therapies for medical needs, mental health support etc.);

- Work closely with parents and learners to strengthen partnership between the family, school and the interdisciplinary team; and
- Work with schools to involve all stakeholders, including local special schools/settings in their support networks and seek innovative ways to share knowledge and expertise.

### Self assessment 4.1

1. Children with Special Education Needs and Disabilities will require interdisciplinary services to be successful in learning. Name at least five of the services and who should provide those services?
2. In groups, discuss how you should actively engage a learner using a wheelchair in Physical Education lesson?

## 4.2. Characteristics of inclusive classroom

### Activity 4.2

1. Classroom environment is a second teacher for any student. Using concrete examples, discuss the validity of this statement

It is every child's right to be supported by their parents and by the community to develop a positive understanding of themselves and others, regardless of their differences, culture and abilities. Schools that aim to actively involve all children by utilising various ways of teaching and promoting diversity practice inclusive teaching. Applying an inclusion system in school promotes the development of social interactions where every child feels a sense of belonging.

When implemented well, inclusive education provides better quality education for the students. Here are some of the characteristics of inclusive classrooms:

- **Classroom environment**

As you might be aware, classroom environment is a second teacher for any student. A large amount of the child's time is spent sitting in a school

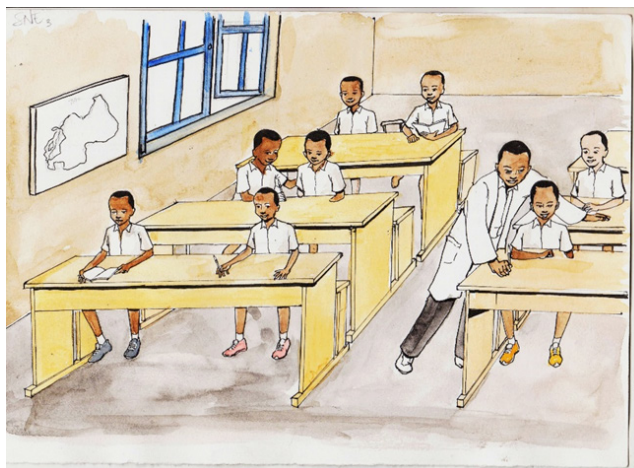
classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. An inclusive classroom should be; bright, vibrant, stimulating, plenty of visual evidence related to current learning and learner achievement on display, and constantly changing.



*Classroom with visual evidence.*

- **Seating arrangement**

Teachers should be able to arrange classroom in way that facilitate optimal learning for all. Grouping students gives them an opportunity to interact with their fellow classmates as well as bond and learn from them as well. There are numerous positive effects of using this approach like a sudden boost of self-esteem, healthy intergroup relations, respect for academically handicapped students, positive attitude towards school, and the ability to work as a team.



*Seating arrangement*



- **Teacher/ Learner relationships**

The relationships between a teacher and a learner should be friendly and encouraging. Learners should be able to openly ask question and respond to teacher who encourages them to think and work things out for themselves. They discuss their work with the teacher and with each other.

- **Discipline**

The teacher is relaxed and respects learners as individuals. The teacher maintains discipline through mutual respect and trust.

- **Teaching methodology**

Teacher uses a wide variety of different activities and methods to allow learners to learn from experience. Lessons are planned with different activities and outcomes to accommodate different levels of ability.

### Self assesment 4.2

Taking into considerations all characteristics of inclusive classroom, assess how inclusive is your classroom and discuss findings with your class mates

## 4.3. Qualities and practices of inclusive school

### Activity 4.2

1. Imagine a picture of an inclusive school. What does an inclusive school look like in the picture? Please describe some features of inclusive school as you imagined? Now, please look at your school. Compare the current status of your school and the school that you have imagined. What are some aspects that correspond between the two? What aspects differ between the two?

Children with disabilities face many barriers in accessing the education they need to become healthy, happy and productive citizens of the world.

Quality of inclusive school	Practices of inclusive schools
<b>Accessibility:</b> Physical, Information and Communication	<ul style="list-style-type: none"> <li>- Build ramps to facilitate movement</li> <li>- Make pathways, hallways and doors wide enough to accommodate wheelchairs and other types of assistive devices.</li> <li>- Have school desks appropriately sized for the age of the children using them.</li> <li>- Have a sign language interpreter available if required.</li> <li>- Have large print materials or Blaire if required</li> <li>- Provide a quiet environment with appropriate lightening in the classroom</li> <li>- Have signs and symbols around the school to guide learners with sensory difficulties</li> </ul>
Positive attitude of teachers, leaders peers and community	<ul style="list-style-type: none"> <li>- Establish inclusive education clubs</li> <li>- Run community awareness campaigns to change attitude of the community</li> </ul>
Policies and practice that support inclusive education	<ul style="list-style-type: none"> <li>- Incorporate inclusive education in school's strategic plan and Action Plan</li> <li>- Have a budget for Inclusive Education</li> <li>- Have clear assessment tools and procedures to identify learners with learning difficulties and disabilities</li> </ul>
Competent and trained teachers	<ul style="list-style-type: none"> <li>- Organize regular trainings on inclusive education within school</li> <li>- Teachers using inclusive teaching methodologies, providing extra support to learners with learning difficulties</li> </ul>
Availability of adapted teaching and learning materials and assistive devices	<ul style="list-style-type: none"> <li>- Use innovation to improvise and use the available community resources including the local artisans and locally available materials as much as possible.</li> </ul>



Curriculum and associated assessments system are designed to respond effectively to all learners	<ul style="list-style-type: none"> <li>- Adapt curriculum content and activities to respond to the needs of the learner</li> <li>- Provide necessary accommodations and modifications during instruction and assessment</li> </ul>
Involvement of community, parents and other stakeholders in education	<ul style="list-style-type: none"> <li>- Work with parents, health workers and community at large to support learners with disabilities and special needs education</li> </ul>
Regular monitoring and evaluation of educational outcomes of all learners	<ul style="list-style-type: none"> <li>- Have clear plan to follow up on attendance, participation</li> </ul>

### Self assessment 4.3

1. Which of the following statements best describes the philosophy of Inclusive Education?
  - a. All learners regardless of individual differences are excluded in some educational activities
  - b. All learners regardless of individual differences participate in all educational activities
  - c. Considering their individual differences, all learners should be involved in all educational activities as much as possible.
  - d. All the above.

## 4.4. Barriers to Inclusive Education and how they can be overcome

### Activity 4.2

1. How can we as teachers overcome negative attitudes among stakeholders in education and in the community towards learners with Special Needs Education?

Various factors may hinder the practice of Inclusive Education. Most of our schools may not be able to effectively accommodate learners with various diversities of learning needs. This is because of the many existing barriers in our education system towards learners with special needs. The barriers include:

- Negative attitude
- Teachers expectations from learners
- Curriculum barriers
- Rigid educational approaches
- Insufficient human and materials resources
- Lack of community involvement

Let us discuss these barriers briefly:

- **Negative attitude towards persons with disabilities and other Special Educational Needs**

In many African Communities, disabilities are explained to be results from God's punishment for some wrongs done to the ancestors or to some persons' problems. As such, the child experiencing any of these conditions is seen as a curse or possessed by the spirits. Such superstitions have led many parents who give birth to children who deviate from the "normal" to hide the child, hence deny him access to education.

The effects of these attitudes may be reflected on parents, educators, policy makers as follows:

#### Parents

- Parents prioritizing taking their other children without disabilities to school and only considering the one with disabilities if finance re still available.

- Low expectations from the learners with SNE by parents leading to low self-esteem in the learner.
- Some parents may tend to be overprotective towards the child with SNE, thus preventing him/ her from taking part in daily life activities. This may hamper the child's possibilities to develop his/ her potentials.
- Some parents of learners without special needs may oppose having those with SNE in the same class fearing that the education of their children will be adversely affected.

### **Educators**

- Some teachers may object having learners with SEN or disability in their class or school fearing that the child will lower the mean score for their class or school.
- Many teachers think that working with a child with disability or other special needs calls for technical training.
- Special Needs Education has been mystified by the belief that it is very special and only for special teachers trained in a special institution. This has led to even the school inspectors and other education officers avoiding to carry out inspection in special education programmes as they may not understand the special world. Thus the regular teacher may refer the learner with SEN or disability to the special school or special unit, hence denying the learner the chance to learn in the natural setting in the neighbourhood.
- The teacher may have low expectations from the learner with SEN or disability and may not give him/ her challenging work. This may make the learner give up trying, as his or her efforts are not appreciated.
- Some school administrators and policy makers in education feel that it is improper to waste scarce resources on learners with special needs while the "normal" ones do not have enough, hence unsupportive to any inclusion initiative.
- The charity model to disability and special needs provision has also led the community and other stakeholders to leave education of learners with SEN or disability as a responsibility of church and voluntary organizations. This makes the learners develop a sense of dependence and does not equip them with a lifelong education to exist independently in the world after school.

#### **■ Overcoming barriers related to negative attitudes**

This can be done by:

- Creating awareness about the nature, causes, prevention and

intervention of conditions that create special needs.

- Encouraging other learners to accept the learners with special needs as part of their lives as they are their relatives and neighbours.
- Promoting cultural activities such as drama, poems and songs to teach the community about the issues of special needs education
- Teaching parents to nurture their families before, during and after pregnancy by maintaining balanced diet and emotional well-being of their family members.
- Using the mass media to educate the public about special needs issues with an emphasis on the right of every child to education and where to get it.

#### ■ **Teachers expectations from learners with Special Needs**

Teacher expectations are presumptions that teachers make about the academic achievement of the students. Thus, teacher expectation involves a teacher's prediction about how much academic progress a student will make over a specified period of time. Such prediction can positively or negatively influence the student's academic performance. Low expectations of teachers negatively affect self-esteem of learners with SEN or disability and can lead to dropout and poor academic achievements.

Low expectations of teachers from learners with Special Needs can be manifested in the following ways:

- Teachers not giving enough time, exercises or home works to learners with Special Needs
- Teachers spending less effort and time teaching learners with Special Needs or disability
- Teachers showing negative expectations thought verbal comments such as "useless" etc.
- This happens when teachers are tempted to provide learning experiences which are too simple and do not require the pupils to struggle to gain a deeper level of understanding. This causes failure in stimulating cognitive growth

#### ■ **Overcoming barriers related to low expectations of teachers**

The above barriers can be overcome by:

- Teachers raising the bar (expecting high performance) for every learner with Special Needs through effective classroom interaction (use of

positive reinforcement)

- Training of teachers on the many potentials of learners with Special Needs
- The work given to pupils should be demanding while still being within their capacity.

#### ■ **Curriculum barriers**

Appropriate curriculum is vital for inclusive education to be meaningful for learners with SNE in an inclusive setting. Curriculum is inappropriate in that there is:

- Inadequate educational facilities, equipment and services for children with disabilities and other Special Educational Needs
- Inadequate trained personnel who use rigid teaching approaches which may only benefit the average learner.
- Irrelevance and overloaded content and expensive curriculum
- Rigid assessment procedures based on mean score competition, which does not consider learners with SNE
- Teachers' inability to communicate in a media of instruction which the learner understands (e.g.: Sign Language).

#### ■ **Overcoming curriculum barriers to Inclusive Education**

The above curriculum barriers may be overcome by:

- Diversifying the curriculum to suit individual learner's needs
- Adapting examination questions to suit the individual learner's needs.
- Using alternative ways of measuring the learner's competence.

#### ■ **Rigid educational approaches**

These can be seen in:

- Poor quality teacher training in which there is lack of long term professional development. In service training for teachers is rarely required or planned for teachers in regular schools.
- The teacher uses methods that aim at the middle range or average learners.
- The competition that is enhanced in the examinations and selection of learners for promotion to higher levels by mean score does not consider learners with SEN or disabilities. These practices result in

many dropouts and repeaters among learners with SNE and disabilities.

■ **Overcoming barriers resulting from rigid educational approaches.**

- Regular in-service teacher development at the school level through seminars, workshops, conferences, lectures, symposia and leaflets.
- Differentiated and flexible curriculum implementation and evaluation procedures. Each learner's progress is recognized and celebrated.
- Identification of children with SNE in regular schools and provides early intervention services.

■ **Insufficient human and materials resources**

It is important to note that unless learners with special needs are provided with the appropriate resources, it will not be possible for them to benefit in inclusive education. Inclusive Education does not mean fewer resources for SNE, but efficiency and equity in the use of available resources among those with special needs in the school.

It has been noted that currently, most regular schools lack:

- Adequate trained teachers and other support staff with knowledge in SNE.
- Required assistive devices and equipment to support learning for those with special needs
- Staff with guidance and counselling skills to support learners in difficult circumstances and their teachers.

■ **Overcoming barriers to inclusive education caused by insufficient human and materials resources**

Support from the educational administration to finance the adaptation and modification of the learning environment for learners with special needs to be accommodated in the class or school. The need for adapting class teachers' teaching skills cannot be over emphasised.

- Another way to do this is by distance learning teachers training programmes and short courses.
- The government providing more finances to supply and maintain the devices.

■ **Lack of community involvement**

In the past PWDs all over the world were considered socially and physically less capable, hence they were not easily accepted as useful members of the



community. Some communities still hold the belief that disabilities occur as a result of curses, witchcraft, and even regard some disabilities as contagious. Consequently, PWDs are isolated, neglected, rejected and their needs are not adequately catered for by their families and communities. This greatly affects their educational provision. The community was less involved in the affairs of PWD for they counted them as being of no benefit to them. There is however a gradual level of acceptance of the PWDs which represents a much more enlightened view of the society than it was before.

■ **Overcoming barriers related to the lack of community involvement**

- Encourages the schools to sensitize the communities to help in eliminating the negative attitudes. When the community's attitude is positive, they are involved in school's inclusive activities.
- Giving information to community conceding causes, prevention and intervention measures of special needs as well as available services and support groups
- Sensitizing the members of the community to remove barriers from the walking route such as ditches, holes, logs or other obstructions
- Encourage the learners' classmates and siblings to walk with the learner to and from school
- Asking the local artisan to make a crutch or walking stick for the learner.

**Self assesment 4.4**

1. In groups, discuss at least three barriers to inclusive education and propose ways to overcome those barriers
2. How can you as a member of the community assist a learner with mobility difficulties to access the local school?

## END UNIT ASSESSMENT

1. Explain briefly the principles guiding Inclusive Education?
2. Elaborate on the following characteristics of Inclusive classroom
  - Teacher/ learner relationship
  - Teaching methodology
3. Discuss how insufficient teaching and learning materials affect inclusive Education of learners with Special Needs?
4. With your colleagues, discuss how you can change negative attitude of teachers and parents towards Inclusive Education of learners with Special Needs?
5. Some parents believe that teaching learners with Special Needs together with learners without disabilities affect education of the latter. How would you explain this?

**Key Unit Competence:** Apply models and perspectives of inclusive and other special needs education

### 1.0. Introductory Activity

**Read the following text and answer the questions that follow**

Anna is in P3 at GS Muvumbi. At the beginning of school year, Rose, a teacher in P3 noticed that Anna has a special needs. He was not following along other children, she had attention problem and she was constantly absent minded and distracted. She couldn't participate in classroom nor doing her homework. She had communication difficulties and it was challenging for both the teacher and her peers to interact with her. After 2 weeks, Rose (her teacher), decided to inform the head teacher in order to find solutions to Anna's problem.

The school decided to call Anna's parents so that they discuss more how to support Anna in his learning process and help her to participate in classroom's activities depending to her ability and learning pace.

The following day, Anna came to school accompanied with her mother Sarah. Then the school multidisciplinary team decided to meet (head teacher, director of studies, the teacher and Anna's mother). The head teacher, asked the mother to explain Anna's problems. The mother gave all details regarding Anna's background. She explained that Anna was born prematurely because her mother had pre-eclampsia at 6 months of pregnancy. So they had to let Anna born prematurely and she spend 3 months in incubator. But it was until the age of 2 years that Sarah (Anna's mom), started to notice Anna's difficulties in speaking and communicate. She was having an attention deficit and was not able to perform some of the activities that other children with the same age can do. However, she was an outgoing little girl, friendly to his brother and sister and like to play.

After listening to Anna's background history, the school multidisciplinary team has decided to make a plan that would let Anna participate and learn at her own pace and ability. The teacher has decided to change her

instructional approaches by creating activity stations and focus on small-group instruction. For example, Anna was not yet able to decode, so the teacher made sure she had reading buddies at the reading station.

Anna also had difficulty with fine motor skills, so the teacher made sure she had large manipulative at the math station and a writing buddy at the writing station. As she gradually understood Anna's needs, Rose implemented more accommodations. Anna had difficulty sitting on the floor during writing activities, so the teacher gave her a small stool that helped her stay seated and increased her focus.

At the end of 1st term, Anna has made a tremendous progress. Many of the other children in the class enjoy working with Anna, and her inclusion has provided opportunities for learners to understand and value individual differences.

#### **Questions:**

1. Do you think GS Muvumbi is a child friendly environment? If yes give 3 reasons based on the case study with examples.
2. What approaches that the teacher used in order to help Anna make progress in her classroom? Link those approaches to 3 principles of UDL and give some examples.
3. Referring to Anna's case study, how can you explain the disability creation process model?

## **5.1 Child Friendly School model**

### **Activity 5.1**

- What do you understand by a child friendly school environment?
- What could be the principles of child friendly school/environment
- How does the society benefit from the child friendly school environment?

### 5.1.1 What is a child friendly school/ environment?



*A child Friendly school/ environment*

School is one of the most significant institutions in the life of every person because this is where we take our first steps to the adult world from. A school can make a huge influence on every person, and it can be both positive and negative, depending on the circumstances. Generally, teachers are highly responsible for creating a good atmosphere in class, where no single child will feel left out and all of them will thrive for new knowledge. Being aware of basic child psychology is important for teachers, because they are the figures that kids look up to, and they should be good role models for them

According to UNICEF, a child-friendly educational institution is inclusive, protective, and healthy for all children regardless of their social background, ethnic origin, gender, and level of ability. It has all the necessary facilities that make the child's school experience more effective and comfortable. A child-friendly school is respectful of all children, and the families and communities of the students are invested in school life as well as the students themselves.



### 5.1.2 Principles of child friendly school/ environment

- ***The school is child-seeking:*** It works to identify those children who are excluded for some reasons and help them out with enrolling in school and participating in the learning process. Children should be treated as subjects with their own rights, regardless of their age. When they are at school, they should be respected and their well-being has to be ensured.
- ***School is child-centered:*** The adults, who work at school, should be acting in the children's best interests, help children develop their full potential and be concerned about their health and safety. A child-friendly school should also care about their students' lives outside school and things that happen in their family or community.
- ***The school is inclusive:*** This means that the school staff should never under any circumstances discriminate, exclude, and stereotype children based on their differences. Education should be free, compulsory, and affordable for those who are unable to pay for school. The inclusive institution should respect the diversity of its students and treat them all equal, without discrimination towards female students, children who work, students who belong to ethnic minorities, those kids who have HIV/AIDS disease, physically challenged students, victims of violence and exploitation, etc.
- ***The school is effective for gaining knowledge:*** A child-friendly educational institution should provide high quality education, and learning processes have to be appropriate for every child's level of development, learning style, and abilities. The learning methods have to be cooperative, active, and democratic.
- ***The school is healthy and protects the students:*** This means that the school workers are responsible for establishing a safe and healthy environment that meets the sanitary norms. An institution needs to ensure the health policies, for instance, no taking forbidden substances, harassment, and bullying. The counseling for every child should be provided. There should be health education classes, based on life skills. The physical and emotional health of students and teachers has to be taken care of. Children have to be protected from any kinds of harm and abuse, and they need to remember their being at school as a positive experience.
- ***The institution is gender-sensitive:*** Gender equality should be promoted and encouraged, and any kinds of gender-based stereotypes should be eliminated. All the facilities, textbooks, and processes should



be girl-friendly, and teachers need to stop normalizing violence among boys, providing the safe and non-violent environment for all children. Respecting the equality and rights of all people regardless of gender or other biases should be strongly encouraged.

- ***The school is involved with the kids, their families, and communities:*** This means that the school has to promote the participation of children in all the school life aspects, as well as helping children to establish healthy relationships with their parents and encouraging taking part in the life of their local community.

### **5.1.3. Benefits of inclusive, learning-friendly schools/ environment**

- **Benefit for learners**

Through an ILFE (Inclusive Learning Friendly Education), learners become more self-confident and develop greater self-esteem. They are proud of their achievements. They learn to understand and apply what they learn in school to their everyday lives, such as in their play and in their home. They also learn to interact actively with their classmates and teachers. They learn to enjoy being with others who are different from themselves. All learners learn together and value their relationships, no matter what their backgrounds or abilities. Learners also become more creative, and this improves how well they learn. Through an ILFE, learners improve their communication skills and are better prepared for life.

- **Everyone is sharing the happiness of success**

Friends do not differ in anything. They go together to the swimming pool, on excursions, parties, and birthdays. But I can quite freely say that in the classes where there are no learners with disabilities, they behave differently. Sometimes learners with disabilities are laughed at, pushed aside, and stared at by others. Fortunately, there is an immediate reaction from the learners from the classes where there are such learners, and they defend their friends. Moreover, it is very important that all parents accept the children with disabilities. At the beginning of the first grade when parents notice a child with a disability, most of them keep their distance, with such remarks as, “Why should my child sit next to a such learner?” or “He / She will disturb my child during classes.” Fortunately, these reactions last for only a month or two. When the parents realize that their children have accepted such friends, they begin to help them as well. They help them get dressed, pack their bags, and take them home

- **Benefits for teachers**

Teachers have more opportunities to learn new strategies of meeting different kinds of learners' educational needs. They gain new knowledge on the different ways children learn and/or taught. Remember, however, that "all learners succeeding" does not necessarily mean that all learners successfully pass a written examination. It may also mean accepting diversity in the different ways children learn as well as how they show their success in learning.

- **Benefits for parents**

Through an ILFE, parents learn more about how their children are being educated. They become personally involved in and feel a greater sense of importance in helping their children to learn. As teachers ask them for their opinions about children, parents feel valued and consider themselves as equal partners in providing quality learning opportunities for children. Parents can also learn how to deal better with their children at home by using techniques that the teachers use in school.

- **Benefits for communities**

An ILFE can offer many benefits to the community, too. The community develops a sense of inclusiveness and pride as more and diverse learners go to school and learn. Community members become more involved in the school life and this creates synergetic relationship which is also supportive to achievements of learning outcomes. It is therefore expected that social problems such as minor crimes or adolescent problems may be reduced as result of close collaboration between school and the overall community.

### **SELF Assessment 5.1**

1. Think of a school that you are familiar with, do critical assessment in regards to whether it is a child friendly environment. In your critical assessment, show gaps, and propose solutions to fill the gaps.

## 5.2 Universal Design for Learning (UDL)

### Activity 5.2

- Where does the term Universal Design for Learning come from?
- What is the meaning of Universal Design for Learning?
- Explain the principles of Universal Design for Learning (UDL)
- Explain strategies of using UDL in the classroom?

### 5.2.1 The origin of UDL (Universal Design for Learning)



*Origin of Universal Design for Learning*

The origin of the term **Universal Design for Learning (UDL)** is generally attributed to David Rose, Anne Meyer, and colleagues at the Center for Applied Special Technology (CAST). The principles of UDL were developed following the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). At that time there was considerable national interest in the issue of inclusion which placed the majority of students with disabilities in general education classrooms. While students with disabilities had gained physical access to the general education classroom, concerns were being raised about how students would gain “access to the general curriculum.

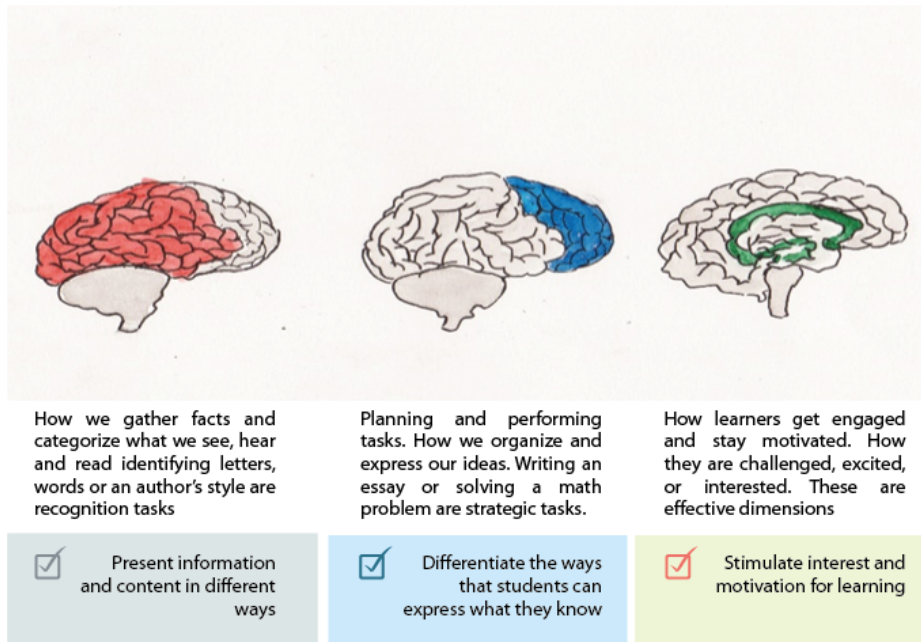
## 5.2.2 Definition of Universal Design for Learning (UDL)



**Universal design for learning (UDL)** is a set of principles for designing curriculum that provides all individuals with equal opportunities to learn. UDL is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach all students including those with diverse needs.



### 5.2.3 Principles of Universal Design for Learning



#### *Principles of Universal Design for Learning*

The philosophy of UDL is embodied in a series of principles that serve as the core components of UDL:

- **Multiple means of representation** to give learners various ways of acquiring information and knowledge
- **Multiple means of expression** to provide learners alternatives for demonstrating what they know
- **Multiple means of engagement** to tap into learners' interests, challenge them appropriately, and motivate them to learn.

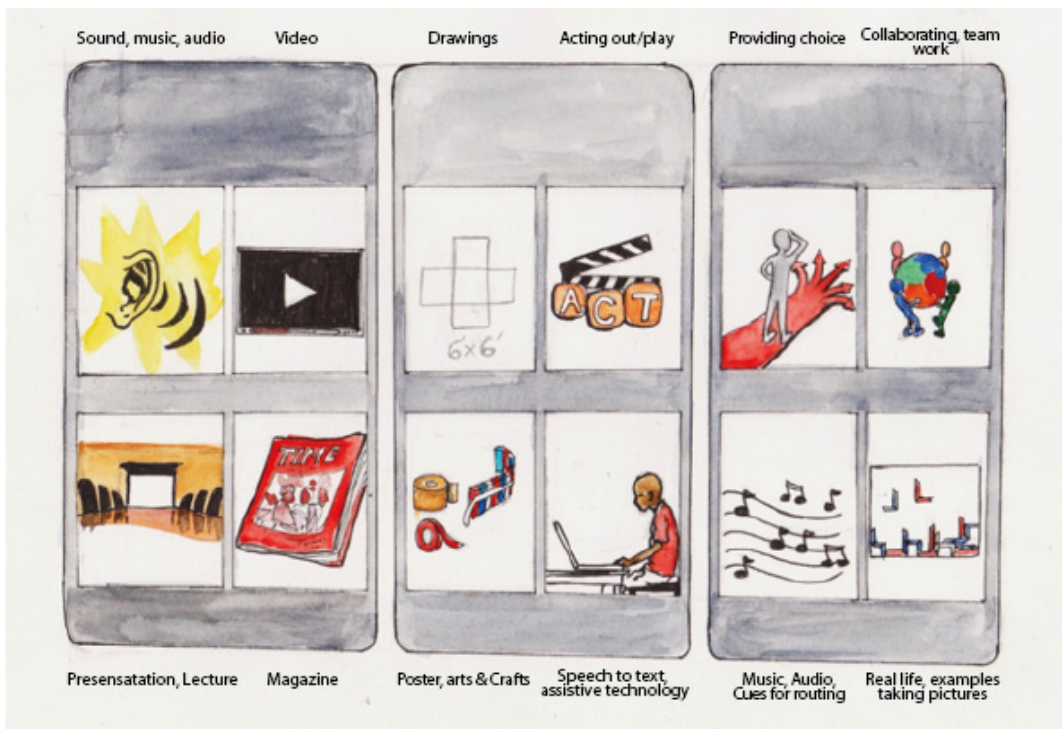
### 5.2.4 Strategies for using UDL

Instructors may want to try the following strategies

- **Use multiple strategies to present content.** Enhance instruction through the use of case studies, music, role play, cooperative learning, hands-on activities, field trips, guest speakers, Web-based communications, and educational software.
- **Use a variety of materials.** To present, illustrate, and reinforce new content, use materials such as online resources, videos, podcasts, Power Point presentations, manipulative, and e-books.
- **Provide cognitive supports.** Give students organizing clues; for

example: “I have explained the four main points, and now I am going to summarize them.” Present background information for new concepts using pictures, artifacts, videos, and other materials that are not lecture-based. Scaffold student learning (provide temporary support to reduce the complexity of a task) by providing a course syllabus, outlines, summaries, study guides, and copies of PowerPoint slides.

- **Teach to a variety of learning styles.** Build movement into learning. Give instructions both orally and in writing to engage students auditory and visually. Consider using large visual aids for slides, graphics, and charts.
- **Provide flexible opportunities for assessment.** Allow students to demonstrate their learning in multiple ways that include visual and oral presentation, rather than only written assessment.



### SELF Assessment 5.2

Referring to the above example, provide recommendations with examples on how you can apply UDL principles in your school?



## 5.3 Disability Creation Process Model

### Activity 5.2

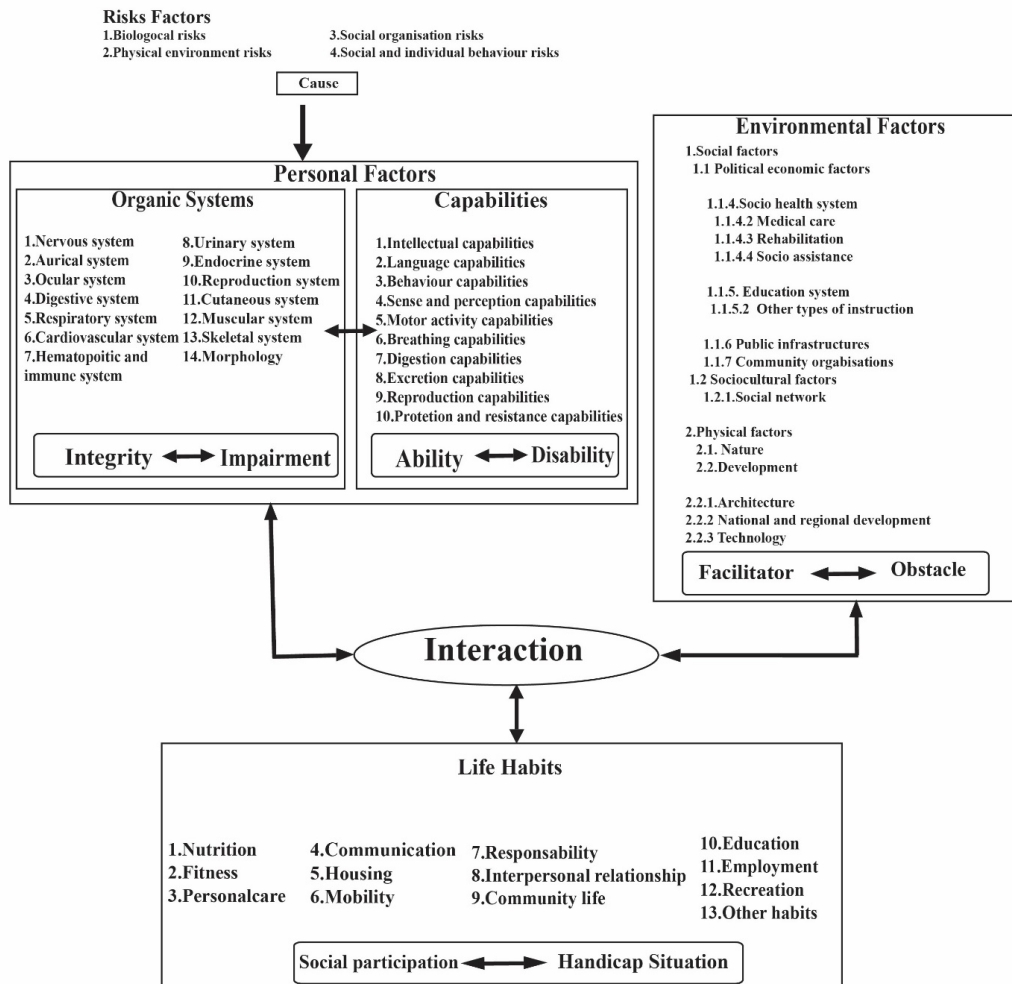
- What do you understand by Disability Creation Process Model?
- What do you think could be the specific dimensions of Disability Creation Process?

#### 5.3.1 The meaning of Disability Creation Process (DCP)

Disability Creation Process (DCP) is a conceptual model which aims to document and explain the causes and consequences of diseases, trauma, and other effects on integrity and the development of the person. The DCP is designed to be used by every actor in public, para-public, or private sectors, as well as in non-profit organizations concerned with the adaptation, rehabilitation, social participation and exercise of human rights of people with disabilities and their families.

DCP shows that the accomplishment of life habits can be influenced by reinforcing our abilities and compensating for our disabilities through rehabilitation, but also by reducing environmental obstacles stemming. Some obstacles could be, for example, *a prejudice, the lack of assistance or resources, the lack of accessibility at home and at school, a problem in obtaining adapted printed information or moving around with the help of accessible signage.*

### 5.3.2 Specific dimension of DCP



#### a. Personal Factors

The Personal Factors component encompassed two subcomponents, Organic Systems and Capabilities. Impairment was a measurement or qualifier associated with the Organic Systems, going from full impairment to integrity, while disability or functional limitation was a measurement associated with Capability, going from full disability to ability.

#### b. Environmental Factors

Environmental factors are characterized via social or physical dimensions that determine a society's organization and context in relation to the individual. Because of this, the classification of environmental components

is applicable to all people regardless of their level of disability or ability. It can also be used in different geographical or cultural contexts. Environmental Factors may either be facilitators, that is, they support the accomplishment of Life Habits in interaction with personal factors, or obstacles that hamper such accomplishment and produce disabling situations. A facilitator for one person or situation may constitute an obstacle for another these are context dependent.

### **c. Life Habit**

The person is modelled as a set of organic systems and capabilities (collectively grouped under Personal Factors), and as a set of Life Habits, while the Environment consists of physical and social factors. Life Habits include the social activities that humans engage in over the course of their lives, along with the social roles that people adopt. The focus on systems means that the primary mode of operationalization is to identify the factors that affect the dynamics of the system and their interplay.

This is the reason that Life Habits are associated with a distinct component of the model disabling situations arise when life habits interact with poorly designed or stigmatizing environments and bodily impairments. In this way, the DCP model embraces both a social and an individual viewpoint. The model explicitly incorporates the process of generating disabling situations, and mediates this process as a function of a person's life habits in this specific context. This is one of the crucial characteristics that facilitates the effective use of the DCP model for structuring service delivery programs that are enabling.

### **d. Risk and Protection Factors**

Another unique aspect of the DCP model is the explicit inclusion of a component originally labelled Risk Factors, and recently extended to include Factors of Protection. The extension was motivated by a broad range of considerations, including the need to fine tune the model in its application to intellectual or cognitive disabilities or mental health issues, and to accommodate the changing physical realities of the body over time, as well as the identification of social contexts that may engender risk or offer protection.

#### **SELF Assessment 2.3**

1. In your own words explain the specific dimensions of disability creation process

## END UNIT ASSESSMENT

Aline is in primary two and has Down's syndrome. She can say a few words but mainly uses gestures to communicate. Other children love playing with her because she has a great sense of humor. She is very lovely and animated and they can understand her. Her teacher thinks that Aline is a clown and would prefer her not to be in class because she interferes with other children. Because Aline cannot speak well, the teacher never bothers to ask her any questions nor give her opportunity to participate in class.

### Questions

1. Do you think Aline's school is a child friendly school? Yes or No, Please explain
2. Based on 3 principles of UDL, provide recommendations to the teacher on how to include Aline in the classroom and help her to learn depending on her ability and pace.

Alice was a teacher in primary six at GS Muyumbu. She lived at Rugende in Rwamagana District. One day when she was from work she had a car accident. Alice was transported at CHUK hospital, and the doctors have decided to cut her legs. The news about Alice's accident was spread so quickly and the head teacher was the first person who received the bad news. He went to see her at the hospital and he encouraged Alice to be strong and stay positive because it is not the end of world. The head teacher promises Alice to help her and support as much as he can.

After Alice's recovery, the family and the head teacher went to SORAS to claim for life insurance benefits. They wanted the life insurance to cover for wheelchair costs. All that was done and when Alice was ready to leave the hospital she was provided with a wheelchair.

Alice stayed home for 6 months, and she was still getting her monthly salary. With all the support from different people (her family, her fiancé and her coworkers), she made a quick recovery emotionally and physically.

At school, they managed to make some physical accessibility (built ramps, and remove all other obstacles) in order to help Alice move freely around in school when she comes back to teach. She now lives near the school and she doesn't have to go home every day because it will not be easy for her. Her fiancé was not discouraged by Alice's disability; they are planning to get married next year.

### Questions

1. Based on Alice's case study, discuss the dimension of disability creation process.

## UNIT: 6

### ROLES AND RESPONSIBILITIES OF SCHOOL'S PARENTS' ORGANIZATION (PTAS) IN SUPPORTING AND RAISING AWARENESS IN INCLUSION OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.

**Key Unit Competence:** Describe the roles & responsibilities and active collaboration with parents in the education of learners with disabilities and other special needs in the schools.

#### Introductory Activity

Roles and responsibilities of parents in education of learners with disabilities and SEN in Rwanda

**Read the following text and answer the question that follow:**

It is known that in education, there are three important partners: teachers, students and parents. Parents play a big role in the learning and teaching process because they do not just provide school fees. Parents inspire children essentially, therefore, without their support or engagement, children will feel left out or miss out on important values.

Parents' engagement in academics benefits both children and parents. Being actively involved in a child's education journey gives them motivation. Active engagement also gives parents a better understanding of the school curriculum and activities, which makes them more comfortable with the quality of education their child is receiving.

For children with disabilities, empowering parents is seen as a way to help them build essential skills and excel, parents' engagement in their children's activities helps children with disabilities achieve more regardless of their background or parents' education level. Learners generally achieve better results and have better self-esteem, self-discipline and also show higher aspirations and motivation towards school because of their parents' involvement.

In Rwanda, parents support education through the Parents-Teachers' Association (PTAs). The roles and responsibilities of PTAs include but are not limited to the following:

- Volunteer in classroom activities

- Raise money for school supplies and children’s scholastic materials,
- Support the school’s efforts and initiatives
- Monitor children’s academic progress.

**Questions:**

1. Name the three important partners working together in education.
2. Describe how parents benefit from their involvement in education.
3. Parents’ involvement in education builds motivation in children. Explain how children with disabilities do benefit from this parental involvement in their education.
4. In Rwanda, parents support education through the Parents-Teachers’ Association (PTAs). State some of the key roles and responsibilities of PTAs.

## 6.1. Roles and responsibilities of family members in supporting inclusive education

### Activity 6.1.

Use books or other sources of information to answer the following questions:

1. How do you understand the situation of children with disabilities in their homes and families?
2. Describe the level of parents’ understanding and involvement in supporting the education of children with SEN and disabilities

The situation of children with disabilities in their homes and families is somehow critical. In Rwanda, few children with disabilities are able to go to school. According to the 2012 census, there were 85,498 children with disabilities (1.7 per cent of the total child population under the age of 17).

Among the critical factors limiting children with disabilities from attending school, there is the negative attitudes within the communities they live.

Communities do not know enough about the rights of children with disabilities and SEN, the existing laws on disability and their roles/responsibilities towards children with disabilities and SEN. This increases stigma, discrimination and shame for children with disabilities.



The level of parents' understanding and involvement in the education of children with disabilities and SEN is critically low. Some parents are ignorant about the value of educating children with disabilities. Some do not play their roles and responsibilities because they think that children with disabilities have little value, that they cannot learn and that the disability is contagious and can be transmitted to other children in a classroom. In some families, parents still hide their children with disabilities in their homes or backyards. There are cases in some communities where children with disabilities are abandoned and left out, unsupported by family members and parents.

Though some parents are not willing to support their children's education, their roles remain vital. Parental involvement activities have been represented as existing along a single continuum that extends from home-based activities to school-based activities and finally to home-school collaboration. At one end of the continuum, parents are at home activities, such as reviewing children's notes, ensuring school attendance, and monitoring homework. In the middle, parents are traditional at school activities, such as attending parent-teacher meetings and volunteering. At the other end, parents are more collaborative at-school activities, such as planning classroom activities with teachers and participating in developing educational materials. These activities give parents more power and influence over how the school is run.

In Rwandan inclusive schools, parents' organizations have particular roles to play in preparing their children with disabilities and supporting and providing guidance to the school. More importantly:

- Parents and households have regular, meaningful two-way communication with the school;
- Parents have an integral role in assisting school learning;
- Parents are full partners in decision making about education outcomes for their children;
- Parents are welcome in the school and their support for children's learning is sought. They are entitled to embracing the school efforts and initiatives that are meant to promote children's discipline.

## SELF Assessment 6.1

1. Describe the situation of children with disabilities in Rwandan families and communities.
2. Explain why parents do not play their roles and responsibilities in supporting the education of children with disabilities in some homes, families and backyards.
3. Outline major roles played by parents in supporting the education of learners with disabilities.

## 6.2. Roles and responsibilities of Parents-Teachers' Organizations in Rwandan schools



*Parent- teacher association*

### Activity 6.2.

1. How could you describe the structure of Parents-Teachers' Association and Local Education Activists in Rwandan schools
2. What are the major roles of the Parents-Teachers' Association and Local Education Activists in Rwandan schools

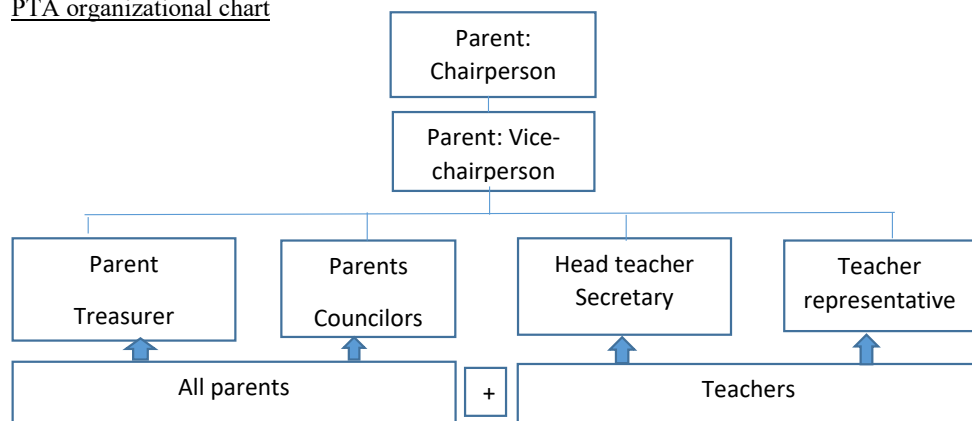
Parent-school partnerships in many Rwandan schools are not yet sufficiently developed in order to ensure children meet the national goals established in myriad educational policies and visions for future development. We know that many barriers to effective collaboration stem from lack of understanding around the impact parents and communities can have when they truly engage with children in ways that support their learning and development.

To overcome the challenge, in all Rwandan schools, parents are grouped into Organisations known as Parents-Teachers' Associations (PTAs). The latter are closely involved in the day-to-day running of the school and generally contributing to the performance and management of the school.

The PTA works under two organs:

- **The PTA governing committee:** is composed of the Chairperson, Vice-chairperson, Secretary (Head-teacher), treasurer, teacher representative and councilors. The latter are involved in taking decisions on all matters regarding the functioning of the school, through regular consultations with the head teacher, and following resolutions taken by the General Assembly meeting on a quarterly basis.
- **The PTA General assembly:** is composed of all parents of children enrolled in the school and all teachers. The latter is in charge of electing the board Governing Committee and approving rules and regulations regarding the overall functioning of the school. It is also playing an oversight role in assessing the extent to which the resolutions have been implemented by the Governing Committee.

PTA organizational chart



In Rwandan schools, the PTA members are looking at how the school is managed and striving to enhance the quality of education, by raising the school performance in children's academics and discipline.

The education experts show that PTAs are contributing to having better teachers, improving children's learning outcomes and discipline and holding school authorities to account for their bursaries on a timely and in right manner.

The PTA is a very important body that bridges the gap between teachers and parents. It facilitates good learning for all children in general and children with disabilities in particular.

As members of school PTAs, parents can also have a direct impact on the education of their children.

Their specific roles are to:

- Demonstrate positive and supportive attitudes towards children with disabilities and SEN.
- Help to integrate children with disabilities in their families and make sure that the children are provided with adequate services so that they can learn. These include guidance and counselling, physiotherapy, occupational therapy and health-related services.
- Help to integrate children with disabilities in the community.
- Express interest in and praise their children's achievements.
- Be able to identify signs of disabilities or SEN and know how to prevent and respond to these needs.
- Identify existing service providers that can help children with disabilities.
- Participate actively in school boards, support groups and parents' associations aimed at advocating for inclusive education and supporting families with children with disabilities and SEN.
- Work with other stakeholders by providing the necessary information and support that enables children with disabilities and SEN to successfully access and remain in school.
- Visit their children's school regularly to meet with teachers and school authorities and discuss their child's progress.

### **SELF Assessment 6.1**

1. Discuss the reasons why the Parent-school partnerships in many Rwandan schools are not yet sufficiently developed.
2. Outline the benefits of introducing the PTAs in Rwandan inclusive schools.



### 6.3. Roles and responsibilities of parents of Learners with Disabilities and other SENs



*Role and responsibility of parents with learners with disabilities*

#### Activity 6.3.

1. What are the roles of parents of learners with disabilities in rwandan schools?
2. Define the parent-school partnership.

Parents of Learners with Disabilities will support the development of IE through playing the following roles:

- Working alongside stakeholders in order to provide the necessary information and support that enables their children to successfully access and remain in school
- Supporting their child to physically access school
- Visiting school regularly in order to meet with their child's teachers and school authorities so as to discuss how their child is progressing
- Informing the school and local authorities immediately of any event that has the potential to affect their child's attendance at school
- Helping school teachers with the production of didactic materials

- Supporting educators on extra-instructional practices required for learners who are quite exceptional.
- **Epstein's Model for Parental Involvement**

Six aspects showing the importance of the two-way communication model (parent-school partnership):

- **Parenting:** Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning. Assist schools in understanding families' backgrounds, cultures, and goals for children.
- **Communicating:** Communicate with families about school programs and student progress. Create effective, reliable two-way communication channels between school and home.
- **Volunteering:** Improve recruitment and training to involve families as volunteers and as audiences at the school. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling.
- **Learning at home:** Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.
- **Decision-making:** Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations.
- **Collaborating with the community:** Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.

### SELF Assessment 6.3

1. List two important activities which can mutually be run by parents of learners with disabilities and teachers in a bid to support IE.
2. Name the six aspects showing the importance of the two-way communication model proposed by Epstein.



## 6.4. Collaboration between parents of learners with disabilities and SEN, schools and PTAs

### Activity 6.2.

1. Using a compelling case, convince school head teachers, teachers and PTAs that they should closely work with parents of children with disabilities?
2. The fact that parents of learners with disabilities are not closely working with head teachers, teachers and PTAs can impede children's education. Yes or No. Explain your answer. with peers.

### Effective collaboration generates positive effects:

It is important to involve parents of learners with disabilities in the education. Parents of learners with disabilities should work with schools and PTAs in order to:

- Share common experiences about the education of children with disabilities, difficulties and solutions;
- Initiate collective projects that will generate income to support the education of children with disabilities in schools (eg. afford to pay scholastic materials);
- Advocate for the rights of children with disabilities in education at national, district and sector levels in order for the local authorities to take action while programming and budgeting for IE;
- Suggest a range of support services that are needed to support children's learning in schools (eg. buy assistive devices and make appropriate teaching- learning materials)
- Discuss on any possible referral mechanism that is to be put in place for children with disabilities (eg. work with community health workers to identify children with disabilities who need remedial services and specialized services for rehabilitation services);
- Sensitize the school and local community in order to have a better understanding of inclusive education, the nature of impairment and special educational needs;
- Mobilize the local community to become involved in activities that promote the education of learners with disabilities.

## Consequences of ineffective collaboration

Failure to not collaborate with parents in their children's education negatively affects both parents and children's performance. Consequences are many:

- Parents are the first educators of their children. Once they are not involved, they do not influence their children's learning and development.
- Parents do not have trust in the school and continue to have loose expectations on schools to educate their children.
- Parents do not share responsibilities with schools and the latter alone cannot be responsible for the education of children
- Lack of positive relationships among schools and parents can have negative effects on children's learning outcomes
- When parents and educators do not know each other, learners tend to have indiscipline.

### SELF Assessment 6.3

1. Explain the reasons why you think it is important for parents of learners with disabilities to work with PTAs.
2. What are the consequences of not involving parents in the education of learners with disabilities and other SEN?

## END UNIT ASSESSMENT

### Section A:

1. Children with disabilities in Rwanda remain hidden in their families and communities. What does this mean on enrolment statistics?
2. Advise parents on how they can effectively play their roles and responsibilities in supporting the education of children with disabilities in their homes and families.

### Section B:

1. Mention and explain the roles of the two organs of the PTA in Rwandan schools.

### Section C:

1. Discuss the major roles of parents of learners with disabilities in supporting IE.

### Section D:

1. Suggest 3 main practical tips and ways you can use to strengthen collaboration between parents of learners with disabilities, head teachers, teachers and PTAs.

## UNIT: 7

### ROLES AND RESPONSIBILITIES OF LOCAL COMMUNITY MEMBERS IN SUPPORTING AND RAISING AWARENESS IN INCLUSION OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

**Key Unit Competence:** Student-teachers should be able to explain the roles & responsibilities and active collaboration of various members of the local community in the education of learners with disabilities and other Special Educational Needs in the school.

#### Introductory Activity

Roles and responsibilities of community members in the education of learners with disabilities and other special needs in the school

Read the following text and answer the question that following:

The success of inclusive education relies on effective family-school-community relationships. There is need to involve the community to help schools in identification, assessment and placement of children with disabilities. Besides, they are called on to provide children with additional support services in case it is required. Community members can encourage their children's learning in and out of school and are also in a position to support school goals and directions. Educational practitioners need to strengthen the involvement of local communities as close partners.

The impact of unsupportive community attitudes, as well as a lack of community-based services for children with disabilities, make it very difficult for families to adequately raise their children. The parents and caregivers of children with disabilities can be isolated from other families within their community due to the associated stigma and discrimination.

To succeed inclusive education in Rwanda, the paper of norms and standards for quality inclusive education, article 3.5 of the section 3 states that '*Community Education Volunteers (CEVs) should actively participate in community education, sensitization, mobilization, and conduct public awareness campaigns in schools*'.

On another positive note, the Government of Rwanda, with the support of the Civil Society, initiated a new structure meant to support the role of community members known as “Local Education Activists’ (LEAs) or “Imboni z’Uburezi Budaheza”. Parents of children with and without disabilities, local authorities, Faith Based Organizations, Friends of the Family “Inshuti z’Umuryango” gather to form a coalition. The latter is aiming at supporting the school to mobilize surrounding communities to send children with disabilities and actively play a role in their education.

In terms of roles and responsibilities, the LEAs are in charge of the following tasks:

- Community mobilization on right to education of children with disabilities,
- Identification of out-of-school children with disabilities at family level,
- Provision of extra instructional support services to children who are exceptional,
- Home visits to families of children with disabilities in order to provide continuous support to these families
- Collection of background information and monitoring children’s academic progress.
- School to mobilize surrounding communities to send children with disabilities and actively monitor their progress in learning.

**Questions:**

1. Name three major roles of community members in promoting inclusive education.
2. The Government of Rwanda recognizes the role of community education volunteers as close partners. Discuss how this community involvement can impact on children’s learning?
3. State members of the LEAs’ structure.
4. Brainstorm and discuss the different roles played by LEAs.

## 7.1. Current situation of community involvement in promoting inclusive education

### Activity 7.1.

Use books or other sources of information to answer the following questions:

1. How do you understand the situation of community involvement in promoting inclusive education in Rwandan schools?
2. Are you aware of some of the community initiatives that are put in place to support the education of children with SEN and disabilities in Rwanda? Yes or No. Explain your answer with concrete examples.

### 7.1.1. Situation of community involvement in promoting inclusive education

The role of the community in inclusive education is three fold: i) pedagogical, ii) economic and iii) socio-political or developmental. Linking schools and communities is widely recognized as good pedagogic practice. There is an economic dimension to these links as well. A wide range of costs is involved in the provision and uptake of education, and these costs are borne by various parties. The community is entitled to supporting schools in financial issues. A third sense in which schools are linked to homes and communities is the socio-political or developmental dimension. In highly centralized political systems, government control of schools is usually strong, with minimum community involvement beyond contributing local resources.

It was found that once community members have the opportunity and mindset to choose and participate in decisions that affect their lives, they gain the ability to lead and to take the initiative to make policy decisions that distribute benefits equitably and effectively through collective and collaborative efforts and actions.

Though the role of community members is vital in promoting inclusive education, some are not willing to get involved and engage in school activities pretending that they are not welcome and therefore not respected by school authorities. This situation most affects those who are not educated enough or do not understand well school activities.

In Rwanda, however, it is shown by studies that the community participation in

inclusive education brought more benefits than expected. School-community links generally are based on a combination of pedagogic, economic and socioeconomic dimensions. Many good inclusive schools have a strong link to the communities they serve, influenced by one or more of these factors. For inclusive, child-friendly schools, these are also important factors. But there is a more fundamental sense in which child-friendly schools are linked with communities – the child’s right to quality basic education.

Over the last two decades, the role of the community volunteers was vital in promoting inclusive education in Rwandan schools. Community education volunteers are catalysts of change in inclusive schools. As a matter of facts, the community volunteers helped children who attended school to improve in physical, emotional, and social abilities, making them better in terms of achievement. Communities benefited from inclusive education as well by gaining knowledge and understanding of disability. Communities with inclusive education programs became more open minded, creating a more favourable environment for children with disabilities.

The role of community education volunteers is dual. On one hand, it helps CwDs and SEN to enrol, reduce drop outs and improve their academic performance.

### **SELF Assessment 7.1**

1. The role of the community in inclusive education is three fold: i) pedagogical, ii) economic and iii) socio-political or developmental. Explain with concrete examples.
2. Community education volunteers and LEAs are catalysts of change in inclusive schools. Yes or No. Explain your choice with vivid examples.
3. Discuss the benefits of involving community education volunteers and LEAs in the education of children with disabilities and SEN.



## 7.2. Relevant and related Organization within the Rwandan communities

### Activity 7.2

Use books or other sources of information to answer the following questions:

1. What are key community stakeholders involved in the education of children with disabilities in Rwanda?
2. How can they be coordinated for a smooth participation in supporting inclusive education? Suggest practical tips.

### 7.2.1 Key community stakeholders involved in the education of children with disabilities

The following are key community stakeholders supporting inclusive education in Rwandan schools:

- **Local authorities**

Local authorities are those leaders elected at local decentralized levels including District, Sector, Cell and Village officials. They have an important role to play in leading efforts to promote and implement inclusive education at local levels.

- **Faith Based Organizations**

Faith-based organizations (FBOs) play a dual role of spiritual development and socio-economic improvement in the lives of believers. Whether the goal is to meet immediate religious, behavioural or material needs, the purpose of many FBOs is to assist individuals in advancing their lives for the better. It is within this respect that FBOs are involved in the education of the marginalized children, including those with disabilities and SEN.

- **Community influencers**

“Community influencers” refer to prominent individuals in a community who are trusted by people and whose opinions are valued. Community influencers have an important contribution to play in improving access to inclusive education for children with disabilities and SEN.

Under this category, we have Friends of Families “Inshuti z’Umuryango”

represented by two people (a woman and a man) elected at village levels by community members to advocate for children's rights, fight against domestic violence and protect children against any kind of harm or abuse. The structure is put in place by the Ministry of Gender and Family Promotion (MIGEPROF) and is technically supported by the National Children's Commission.

- **Civil society organizations**

Civil society is a key stakeholder in advocating for, and implementing inclusive education. Rwanda has made tremendous progress in expanding overall access to education and the involvement of the local civil society has been vital in achieving this goal.

Under this category, we find local organizations advocating for the rights of children with disabilities and promoting their access to basic inclusive education (Organizations of Persons with Disabilities); such as the National Union of Disability Organizations in Rwanda (NUDOR), NUDOR members and Action for Inclusive Education Development in Rwanda (AIEDR).

### **SELF Assessment 7.2**

1. Name key stakeholders involved in supporting the education of children with disabilities at community level.
2. Discuss the relationship that exists between the four levels: local authorities, FBOs, community influencers and Civil Society Organizations.

### 7.3 Role and responsibilities of key community stakeholders involved in the education of children with disabilities



*Role of community in education of children with Disabilities and other SEN*

#### Activity 7.3

Use books or other sources of information to answer the following questions:

1. Think of roles and responsibilities which can be played by: local authorities, FBOs, community influencers and Civil Society Organizations to support the education of children with disabilities in Rwanda? Write it down on a paper.
2. Name some of the Organizations of Persons with Disabilities (DPOs) you know and specify what kind of support they provide to children with disabilities.

- **Roles and responsibilities of local authorities**

Main roles and responsibilities are:

**District**

- Coordinate and monitor the implementation of policies related to inclusive education in the district.
- Mobilize and distribute resources to support inclusive education in the district.
- Raise awareness on inclusive education in the district.
- Ensure that partnerships with relevant stakeholders are in place to promote inclusive education in the district.

**Sector, cell and village**

- Sensitize the local community on issues related to inclusive education.
- Mobilize local community members to become involved in activities that support and promote inclusive educational principles and practices.
- Support and involve families in the education of children with disabilities and SEN.
- Ensure that children with disabilities and SEN and their families are aware of their rights.
- Identify and find children with disabilities and SEN who may be hidden/ kept in various families

- **Roles and responsibilities of FBOs**

Main roles and responsibilities are:

- Contribute to awareness raising on inclusive education and the educational rights of children with disabilities among their congregations.
- Ensure that everyone is included in their different community services.
- Ensure children with disabilities and SEN are integrated in FBO education programmes.
- Encourage children with disabilities and SEN to participate in religious ministries, clubs, religious education programmes and events.
- Advocate for the inclusive education of children with disabilities and SEN among national, regional and international stakeholders.
- Participate in the implementation of different policies related to inclusive education.



- **Roles and responsibilities of community influencers**

Main roles and responsibilities are:

- Identify children with disabilities and SEN using community-based services like *Inshuti z'umuryango*.
- Refer cases of children with disabilities and SEN to relevant services.
- Sensitize/mobilize community members to promote and support inclusive education.
- Liaise with all community members to provide support services for children with disabilities and SEN according to their professional abilities (e.g., carpenters, technicians, artisans and religious leaders).
- Provide support to parents with children with disabilities, e.g., guidance and counseling or inclusion in income generating activities.
- Advocate for the rights of children with disabilities among concerned stakeholders such as the local government and CSOs.

- **Roles and responsibilities of the Civil Society Organizations**

Main roles and responsibilities are:

- Promote the rights of persons with disabilities and SEN, including rights to education.
- Promote economic and social integration of children with disabilities and SEN by providing resources and equipment needed for learning.
- Support organizations of persons with disabilities and SEN in their missions.
- Build local capacity and empower communities with knowledge on inclusive education.
- Mobilize and enhance community participation in the production of local resources needed in inclusive education.
- Raise awareness of the challenges to inclusive education and advocate for change.



### SELF Assessment 7.3

Organize a role play in which you dramatize roles played in an effort to enrol children with disabilities who are hidden by their families. Players will represent the following:

- local authorities
- FBOs
- Community influencers
- Civil Society Organizations.

## 7.4. Strategies to enhance collaboration between community members (local leaders, community influencers, Faith Based Organizations, Organizations of Persons with Disabilities, etc.) in education of learners with disabilities and other SEN

### Activity 7.4

Use books or other sources of information to answer the following questions:

1. What ways do you think can be used to enhance partnerships and collaboration between local authorities, FBOs, community influencers and Civil Society Organizations?
2. Which are the practical methods do you think can be used by each and every community stakeholder to better support the education of children with disabilities?

### 7.4.1 Strategies to enhance partnerships and collaboration between community organizations

Strategies include:

- **Partnering** between local authorities, FBOs, Civil Society Organizations and community influencers involved in supporting the education of children with disabilities and SEN

- **Participating** in the district, sector, cell and village steering committee meetings for the development and support of IE in the respective target area;
- **Mobilizing** resources, including available local resources, to support inclusive education;
- **Strengthening links** and coordination to jointly lead community based awareness raising sessions;
- **Initiating a common forum** for exchange and efforts/ resource sharing.

#### 7.4.2. Practical methods which are appropriate for specific community stakeholders

##### ■ Local government authorities

Local government officials could consider the following methods and channels to fulfill their roles and responsibilities with regards to promoting inclusive education:

- Village council meetings (*inteko z'abaturage*): These meetings are good channels to convey messages on inclusive education.
- Monthly community work (*Umuganda*): Issues related to inclusive education can be discussed during community work.
- Home visits: An education activist can pass on inclusive education messages by visiting families to make sure that the actual information is conveyed to them. Families with children with disabilities and SEN can be mobilized to demand inclusive education in this way.
- Parents' evenings (*umugoroba w'ababyeyi*): Messages related to inclusive education can be easily transmitted to parents and caregivers during these occasions.
- Mass sports events (*siporo rusange*): These large gatherings also can be a good channel of conveying messages related to inclusive education.
- Education meetings: These meetings can include inclusive education awareness raising on their agenda.
- Various talks: Public talks/speeches that attract large number of people can be used to influence people's attitudes towards children with disabilities and SEN.
- Open days: Open days at schools or government offices can be an occasion to exchange ideas on how to promote inclusive education.

- Exhibitions: Exhibitions during conferences or other events can be used to talk about inclusive education and share material on the subject, helping to positively influence people's attitudes towards children with disabilities and SEN.
- Media: Messages through the media in written, audio and visual formats can help many people to adopt positive attitudes and values towards children with disabilities and SEN.
- Different forums: Forums such as workshops can be used to explain government policy and implementation plans on inclusive education.
- Traditional school (*Itorero*): *Itorero* is also a good channel for promoting inclusive education principles and practices.

### ■ Faith Based Organizations

FBOs could consider the following methods:

- Religious ministries assemblies : church or gospel gathering
- Community believers' meetings: for instance, catholic mothers' meetings, protestants mothers' union, etc

### ■ Community influencers

Community influencers could consider the following methods while mobilizing community members to send children with disabilities to school.

- Community outreach programmes:
  - Community work « *umuganda* »
  - Community assemblies « *Umugoroba w' ababyeyi* »
  - Friends of the Family « *Inshuti z'umuryango* »
  - Local Education Activists "*Imboni z'uburezi*"
- Community special events to celebrate the International Day of Persons with Disabilities and International Day of the Child.

### ■ Civil society organizations

The CSO could consider the following methods:

- Use video spots to sensitize all educational partners on children's right to inclusive education.
- Distribute pamphlets and other printed communication materials to enhance community members' knowledge of inclusive education.
- Use radio broadcasts to promote positive attitudes towards the

integration of children with disabilities and SEN in schools and communities.

- Raise awareness of the needs of children with disabilities and SEN through dialogues during community meetings and collective work “*Umuganda*”.

#### **SELF Assessment 7.4**

1. State main strategies used to enhance partnerships and collaboration between organizations supporting inclusive education at community level.
2. Discuss in groups some methods that can allow local leaders, FBOs, community influencers and CSOs to effectively conduct awareness raising sessions on rights to education of children with disabilities and SEN.

## END UNIT ASSESSMENT

### Section A:

1. The role of the community in inclusive education is three fold: i) pedagogical, ii) economic and iii) socio-political or developmental. Explain with concrete examples.
2. Community education volunteers and LEAs are catalysts of change in inclusive schools. Yes or No. Explain your choice with vivid examples.

### Section B:

1. Name key stakeholders involved in supporting the education of children with disabilities at community level.
2. Discuss the roles played by community influencers. Write it down on a paper.

### Section C:

Suggest the roles to be played by FBOs and CSOs in an effort to enrol children with disabilities who are hidden by their families.

### Section D:

1. Discuss in groups how you can stimulate and strengthen partnerships and collaboration between organizations supporting inclusive education at community level.
2. Propose a plan of how you can effectively address a group of local leaders on rights of children with disabilities and SEN to education by highlighting practical methods that can convince attendees.



**Key Unit Competence:** be able to describe the roles & responsibilities and active collaboration of all ranges of school community members in the education of learners with disabilities and other special needs in the school.

### Introductory Activity

**The role and responsibilities of all ranges of school community members in the education of learners with disabilities and other Special Educational Needs in the school**

**Read the following text and answer the question that follow:**

Nowadays, inclusive education paves a way to building a new, more just and non-discriminatory society. Towards this end, it is quite crucial that all policy makers, school PTAs, head teachers, teachers, parents and students ensure inclusive practices in all aspects of educational environments.

However, there are some concerns that the policy of inclusive education is difficult to implement because head teachers and teachers are not sufficiently well prepared and supported to work in inclusive ways. Inclusion requires school head teachers and teachers to accept the responsibility for creating schools in which all children can learn and feel they are in an inclusive setting. In this task, head teachers need to adopt inclusive culture and set inclusive policies and regulations to make inclusive practices happen. Teachers are also to play the central role in promoting participation and reducing under-achievement, particularly with children who might be perceived as having difficulties in learning. To successfully implement inclusive practices in education, there is need to reconsider the roles, responsibilities and identities of head teachers, teachers and the entire learning community.

Therefore, on one hand, there is a need to educate teachers and head teachers, by building their professional skills, knowledge, attitudes and beliefs for effective implementation of inclusive education practices. On

the other hand, to succeed inclusive education, children with and without disabilities also have a role to play and need to be sensitized about their roles and responsibilities in supporting inclusive education. More importantly, children need to be educated on how to adopt positive language and respect towards children with disabilities, promote mutual support in learning and performing other tasks in a peer led approach. This builds a way to fighting against stigma and discrimination among children in an inclusive school.

### **Questions:**

1. What roles do head teachers have to play to succeed inclusive education?
2. Teachers need to be educated on roles and responsibilities they have to play in supporting IE. Discuss.
3. Children with and without disabilities are key players in supporting inclusive education. Discuss about the major roles children may have to play.

## **8.1. Current situation of roles played by head teachers, teachers and children in supporting inclusive education**

### **Activity 8.1.**

Use books or other sources of information to answer the following questions:

1. Discuss in pairs how you understand the situation of inclusive education in Rwanda focusing on roles played by head teachers and teachers.
2. What kind of activities do children with and without disability have to perform in order to smoothly promote inclusion?
3. What are the challenges faced by head teachers, teachers, support staff and children with and without disabilities while playing their roles in supporting inclusive education?

Inclusive education is a teamwork and creating inclusive educational institutions involves the school administration, teachers, support staff and students. They are called on to actively play their roles.

### 8.1.1. Head teachers' involvement in implementing inclusive education

In an inclusive school, head teachers play a pivotal role. To effectively lead inclusive schools, head teachers need to foster on the following:

- Setting inclusive vision, planning, and decision-making processes,
- Creating collaborative structures and processes,
- Using data to make decisions about curriculum and instruction, and
- Understanding and utilizing policy to create a conducive learning environment where everyone's needs are accommodated.

Effective inclusive schools share characteristics of innovativeness, commitment to diversity, and a strong emphasis on school improvement. Head teachers share common personal attributes such as sharing decision-making power with their staff, leading their school by example, extending the core values around inclusiveness and quality initiatives throughout the school, and actively promoting learning communities.

To achieve inclusive schooling imply that head teachers should be highly accomplished leaders to ensure their schools are both excellent and equitable for all students. Head teachers identify and approve changes that support inclusive education. They also eliminate existing practices that undermine inclusive education and ensure inclusive programmes are institutionalized and sustained.

While the roles of teachers and head teachers are said to be vital in implementing inclusive education, it is noted that a myriad of challenges such as, inadequate support from head teachers, insufficient knowledge and negative attitudes still hinder the implementation of inclusive education in Rwanda. Other challenges include:

- Unclear inclusive vision and mission
- Insufficient professional supports and services
- Inadequate collaborative mechanisms
- Weak policy implementation

Therefore, head teachers have to ensure the effectiveness of inclusive education policies in their schools.

### **8.1.2. Teachers' involvement in implementing inclusive education**

In inclusive schools, to translate teaching/ learning theories into meaningful classroom practices, teachers need planning and implementation of classroom tasks on the basis of teaching and learning that allow to nurture pupils' talents and giftedness. Teachers need to develop skills and values for appropriate management of inclusive education. In the situation of classroom teachers, they need to analyze/assess pupils 'needs and prepare classroom plan approaches to learning that enhance inclusive education. In this case, teachers need to be conversant with competences and roles relevant to inclusive education, classroom organization and planning for learner –centered teaching.

However, it is recognized that teachers face challenges related to:

- Inadequate skills and knowledge, meaning that teachers do not have sufficient skills and knowledge to teach learners with and without disabilities in the same classroom because majority of the teachers are not trained;
- Lack of appropriate teaching facilities and other supportive means/ devices;
- Limited knowledge to provide individual, specialized pedagogical support;
- Negative attitude for some teachers to address diversity, failing to cope with children learning at a slower pace;
- Lack of role models who can provide pedagogical advisory services on practical tips required to handle needs of children who are quite exceptional.

### **8.1.3. Children's involvement in implementing inclusive education**

Participation or “involvement” of children with and without disabilities is quite essential in promoting inclusive education. Participation in school includes unstructured activities (e.g friendship, play), organized activities (e.g. sports, clubs, arts), classroom based activities (e.g. group work, peer tutoring) and engagement in social roles (eg. club leader or class monitor). Without the support of peers, children with disabilities are at significant risk for limited participation in school or likely to face stigma and discrimination. Such restrictions have significant lifetime consequences for achievement, quality of life and wellbeing. Subsequently, several issues occur. Attendance

for children with disabilities is reduced compared to peers. Students with disabilities participate less in structured and unstructured activities, and experience reduced interaction and participation.

Participation of children with and without disabilities goes beyond school activities. Participation includes school events, trips, game teams, clubs, relationships and friendships with peers. School participation can be understood in terms of how much, how often and what activities the child does (attendance), as well as their everyday experience (involvement).

Sensitization of children with and without disabilities is paramount in inclusive education in order to overcome challenges facing the inclusion of children with disabilities and SEN.

Some challenges include but are not limited to the following:

- Children with disabilities have difficulties to exercise their rights, as a result of being undermined by peers and teachers.
- Though some roles including being a leader or a member of a club are sometimes possible, children with disabilities have tendency to occupy less “desirable” roles within the school.
- Roles considered desirable by children, especially those including being good at something (e.g. best in class) or “best friend” roles are seldom held by children with disabilities.
- Children with disabilities are also engaged in less “doing roles” (such as athlete, leader, helper and peer-tutor) and more are likely to be classified into passive roles including “challenged learner” who is unable to perform. This inconsideration often leads to negative self-perceptions.

In an actual sense, children’s knowledge, understanding and everyday experience of roles can influence children’s participation. Therefore, it is strongly advised to create harmony, cohesion and interaction between children with and without disabilities so as to allow a favoring and conducive learning environment for all.



### SELF Assessment 8.1

1. State important tasks of a head teacher in an inclusive school.
2. Discuss challenges faced by teachers while implementing inclusive education in classroom.
3. Suggest practical solutions to the challenges faced by learners with disabilities in an inclusive school, focusing on the support to be provided by peers.

## 8.2. Roles and responsibilities played by the school community in implementing inclusive education

### Activity 8.2.

Use books or other sources of information to answer the following questions:

1. Discuss roles which can be played by:
  - Head teachers
  - Teachers
  - Support staff
  - Children with and without disabilities

Write your answers on sheet and present them in plenary.

Below are the roles of different members of a school in the promotion of inclusive education.

#### • **School administration**

- Make schools more responsive to learners with disabilities and SEN.
- Promote positive attitudes towards disability and SEN throughout the school community.
- Involve teachers and other staff in resolving teaching-learning problems.
- Make sure that learners get assistive devices and support services such as Braille, wheelchairs, hearing aids, etc.
- Organize continuous professional development for teachers.

- Train support staff on inclusive education.
- Involve all school members to plan and implement programmes.
- Sensitize other learners to work with and support their peers with disabilities and SEN.
- Encourage other teachers to be positive when working with learners with disabilities and SEN.
- Ensure that school buildings, classrooms, pathways, playgrounds and toilets are accessible to all learners.
- Ensure that teaching methods and resources are adapted to learners with disabilities and SEN.
- Mobilize community resources, e.g., local artisans who can work with/for learners with disabilities and SEN in the community.

- **Teachers**

- Identify learners with disabilities and SEN and take part in the assessment of learners' needs and strengths, as well as the development of individual education plans when necessary.
- Ensure cooperative and collaborative learning in classroom activities.
- Ensure that their daily pedagogical practice is aligned with the principles of IE and the needs of CwDs
- Work with the local authorities, local and school community, parents and community education volunteers to support the integration of CwDs in school at all stages of the process: identification, assessment, placement, teaching, monitoring, evaluating, reporting
- Advocate and ensure that learners get assistive devices and support services such as Braille, wheelchairs, hearing aids, etc.
- Sensitize other learners to work with and support their peers with disabilities and SEN.
- Encourage other teachers to be positive when working with learners with disabilities and SEN.
- Help in mobilizing community resources and use them appropriately.
- Remove all barriers in the learning environment that may hinder the wellbeing of learners with disabilities and SEN.
- Help learners with disabilities and SEN to understand and accept their condition of living and how they can play a significant role in

their school community.

- **Support staff**

- Be aware of the principles of inclusive education.
- Demonstrate positive and supportive attitudes towards learners with disabilities and SEN.
- Sensitize other workers to accept and support learners with disabilities and SEN.
- Participate in community mobilization of resources, e.g., local artisans who can work with/for learners with disabilities and SEN.
- Remove all barriers in the school environment that may hinder the wellbeing of learners with disabilities and SEN.

- **Learners with disabilities and SEN**

- Be aware of children's rights and report if these rights are violated or if children experience abuse.
- Be flexible and get integrated into school life.
- Participate in all aspects of work, community, home and school activities.
- Where appropriate, be consulted at all stages of their integration into schooling and all future issues affecting their schooling and welfare
- Participate in decision making through membership of the school council
- Report on all forms of abuse and discrimination
- In partnership with other children, create and join clubs through which he/she can advocate for children's rights to education

- **Learners without disabilities**

- Be aware of children's rights and report if these rights are violated or if children experience abuse, especially children with disabilities and SEN.
- Be positive and supportive towards learners with disabilities and SEN.
- Play with and include learners with disabilities and SEN in activities at school.
- Respect and look after assistive devices that belong to, or are used by children with disabilities and SEN.

- Participate in decision making on all issues affecting schooling and welfare
- Participate fully in the life of the school through membership of the school council alongside CwDs
- Engage in activities that will develop their self-confidence and empower them to build relationships with CwDs
- Participate in all aspects of work, community, home and school life alongside CwDs
- Report on all forms of discrimination and abuse
- In partnership with CwDs, create and join clubs through which he/ she can advocate for children's rights to education
- Inform the school authorities of any event that may affect the schooling of CwDs

### SELF Assessment 8.2

1. Head teachers can shape the reality of inclusive education and make schools more responsive to learners with disabilities and SEN. Explain.
2. Children with and without disabilities are key players in the promotion of inclusive education. Discuss in groups and present your thoughts to the rest of the class.

### 8.3. Roles and responsibilities of students clubs in raising awareness on Inclusive education

#### Activity 8.3.

Use books or other sources of information to answer the following questions:

1. What are the benefits of inclusive education clubs in schools?
2. Who are members of the inclusive education club?
3. Discuss how you think an inclusive education club can work. Write it down on a paper

### **8.3.1 Inclusive education clubs play important roles in schools**

The success of inclusive education depends on how the school responds to both academic and social/ emotional needs of children with disabilities. Their effective inclusion requires a school climate that is psychologically inclusive, offering a space where all students better understand one another, feel safe and supported, have positive relationships, and are more respectful and accepting each other.

In this regard, inclusive education clubs are key in changing discriminatory attitudes. Schools should create the environment that allows for a child's first relationship, enables the development of social relationships and interactions. Students with diverse abilities and backgrounds come to play, socialize and learn to support each other. They build together a stigma free school community where everyone feels at home.

### **8.3.2 What roles do inclusive education clubs play?**

Inclusive education clubs play important roles. Children with and without disabilities meet to:

- Conduct awareness raising session on disability inclusion in education;
- Build inclusive culture in the school community by teaching appropriate terminologies and adopting positive behavior towards effective disability inclusion
- Advocate for children's rights in general and rights of children with disabilities to education in particular
- Make sure that children with disabilities and those with SEN are enrolled and provided with social-emotional and academic support
- Entertain the school community by organizing inclusive activities and games such sport, debates, drama, sketches, songs, poems, etc.
- Fight against discriminatory attitudes
- Strengthen the spirit of mutual support (between children with and without disabilities)
- Monitor on regular basis how disability inclusion is being shaped among children with and without disabilities

Inclusive education clubs help children to build respectful and supportive relationships and promote positive values through a peer-to-peer interactive approach. Through these interactions, each child becomes a greater resource for everyone and the culture of inclusion rapidly emerges.



### 8.3.3. Inclusive education club core benefits

Inclusive education club core benefits



**For students with and without disabilities, benefits are:**

- Enhanced friendship and collaboration
- Increased social interaction and relationships
- Improved academic peer-to-peer support
- Increased student's participation
- Children are more aware of their rights, strengths, talents and needs

**For the entire learning community, benefits are:**

- Increased awareness on children's rights to education
- Increased acceptance of individual differences
- Increased understanding and accommodation of diversity
- Early children's talents detection
- Integrated learning (combination of academic, social and functional skills)

#### **SELF Assessment 8.2**

1. Discuss the benefits of inclusive education clubs for students with and without disabilities.

## END UNIT ASSESSMENT

### Section A:

1. Mention three major challenges faced by inclusive classroom teachers and provide them with concrete solutions.

### Section B:

1. Children with and without disabilities are key players in the promotion of inclusive education. Debate the topic in two groups (oppose and support the statement).

### Section C:

1. Discuss the benefits of inclusive education clubs for the entire school community.

**Key Unit Competence** Use media to communicate inclusive education

### Introductory Activity

**Read the following story and answer the questions:**

Twenty-five years ago, in 1994, a genocide against the Tutsi happened and more than 1.000.000 Tutsi were killed. The mass media played a big role in disseminating hate propaganda and prepared its listeners for the coming violence. The broadcaster provided a popular platform for ideas already circulating in Kangura, an extremist magazine founded in 1990. Broadcasters used increasingly dehumanizing language to speak about the Tutsi and this mobilized Hutu against the Tutsi. Once the genocide was happening, government leaders used different Radio stations to promote violence and give specific directions for carrying out the killings. 25 years ago, Rwandans are still facing different challenges as a result of the Genocide. Some of these challenges include an increased number people with disabilities, orphans, widows etc.

1. Based on this history of Rwanda on Genocide, identify different types of media used to sensitize Hutus extremists to perpetrate Genocide against the Tutsi?
2. How do you explain the influence of media on Genocide against the Tutsi in 1994? Link that to our lesson and explain how the media can positively or negatively influence the perception of people with disabilities in the society especially the education of learners with disability or SEN.

### 9.1. Media channels and types of media

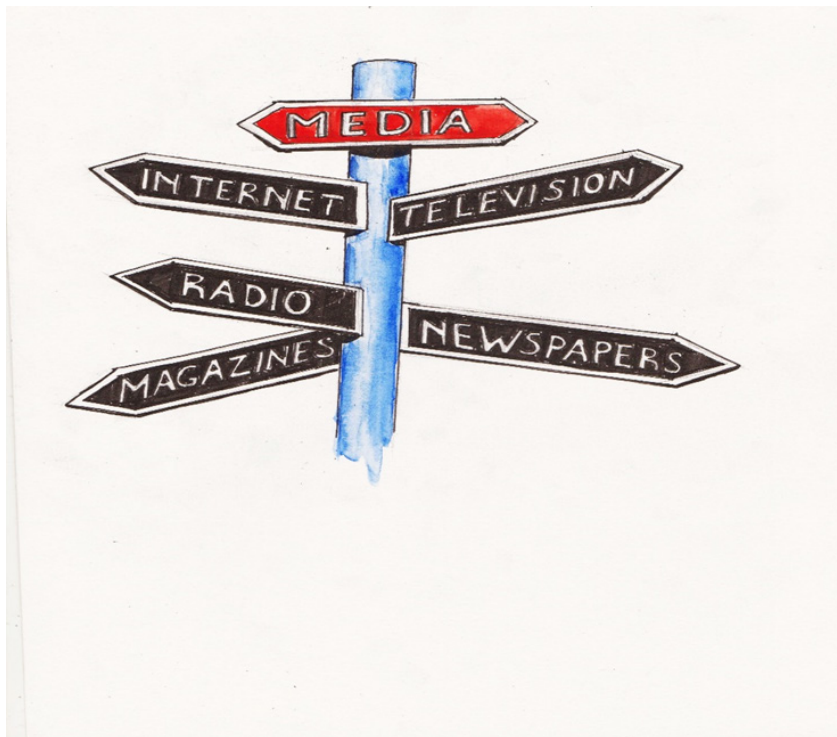
#### Activity 9.1.

Identify different types of media suitable for communicating inclusive education.

### 9.1.1. What is Media?

The term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the term broadened by the inventions of radio, TV, cinemas and Internet. In the world of today, media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to know current situation around the world. The media has a strong social and cultural impact upon society. Because of its inherent ability to reach large number of public, it is widely used to convey message to build public opinion and awareness.

### 9.1.2. Types of media



*Media channels/ types*

#### 1. Print media

##### a. Newspapers:

Newspapers is a major source of information for a large number of readers. It may be national or local, daily or weekly newspaper. It allows presentation of

detailed messages which can be read at readers' conveyance. Newspapers prompt delivery of detailed coverage of news and other information with interesting features for readers. It is a high involvement media as readers are required to devote some effort in reading the message. It is available to masses at a very low cost. Newspapers can be classified into three categories: National Newspapers, Daily Newspapers (local/ regional) and Special audience newspapers

## **b. Magazines**

A magazine is a specialized advertising media that serves educational informational, entertainment and other specialized needs of consumers, businesses and industries. A magazine allows presentation of a detailed ad message along with photos, illustrations, colours, etc. It is a high involvement media as readers pay a premium price for it and magazines are not dumped after reading. They can be classified into local/regional/national or weekly/quarterly/magazines.

### **Types of Magazines**

**Consumer magazines:** Magazines bought by general public for information and entertainment. It can be used to reach a specific target audience. It may be a general interest magazine, glamour magazine, film magazine, special interest magazine, women lifestyle magazine.

**Business Publications:** Business magazines include publications such as trade journals for business industries or occupations. It may be published weekly monthly or quarterly. Generally, readership includes business managers and executives, businessmen, business students etc.

## **2. Broadcasting media**

- a. Television Advertising:** TV is a principle source of information and entertainment for people exposed to mass media. It is believed to be the most authoritative, influential, exciting medium for reaching very large audience. It combines visual images, sounds, motion and colour to achieve viewer's empathy. It allows development of creative and imaginative messages in a unique way. It is considered intrusive in nature as audience have no control over the nature and pace of advertisements.
- b. Radio is** premier mass medium for users and advertisers. It has a wide spread reach. It delivers the messages to a large number of people across the length and breadth of a country. Commercial broadcasting is undertaken in major cities even in rural areas.



It is one of the most personal medium and offers selectivity, cost efficiency and flexibility advantage over other media. Efficiency of a radio depends upon the precision of script, accompanying sounds and level distortion.

### 3. Support Media

- a. **Outdoor advertising:** It is usually used as a supportive medium by advertisers. It includes bill boards, boarding, signs posters, etc.
- b. **Transit advertising:** Use billboards, neon signs and electronic messages. It targets users of various modes of transportation. The advertising rate depends on the amount of traffic which passes every day.
- c. **Cinema and video adverteng:** Cinema is a popular source of entertainment comprising of audience from all classes and socio-economic groups of society. Films are watched by a significant number of people every day. It involves use of cinema halls and video tapes to deliver the message. Commercials are shown before films and previews carrying messages. Similar to TV, it is also combines sight, sound, colour and movement to deliver a creative message.
- d. **Internet:** Internet is a worldwide medium that provides means of exchanging information through a series of interconnected computers. It is a rapidly growing medium of advertising. It is a future medium which offers limitless advertising opportunities. It involves use of World Wide Web to showcase a website or-e-commerce portal to the world. Advertising trough internet involves email marketing, social media marketing, online and mobile marketing.

#### SELF Assessment 9.1

Based on different types of media learned, classify different media channels used in Rwanda that can help in communicating and promoting inclusive education in the community/ schools?

### 9.2 Role of media in promoting the education of learners with SEN and disabilities

Television programs, internet websites, feature-length films, newspapers, music tapes and CDs, magazines, billboards, radio programs are tools /technologies which are used to transmit a message to a large external audience. John Dewey stated that education could not be limited within

teacher and taught without social environment. So mass media is one such potent force in the social environment of education. Through modern electronic techniques and technologies, mass media prove that education is, really comprehensive not confined within four walls of the classroom.

Following are roles of media:

- a. Providing Information:** These media help in disseminating information for the mass. People acquire different knowledge very quickly.
- b. Providing vocational information:** Media help in providing vocational and professional information to a larger group of the community.
- c. Spreading awareness and civic responsibility:** People can be aware of different problems of the society and their role in changing society through mass media.
- d. Educational programs:** Mass Media help in forming suitable habit for different programs and they utilize their leisure time in a productive way. It also influences the behavior of the people through different programs.
- e. Role as a non-formal agency:** Now in an advanced society media are not treated as informal agencies of education. They are called non-formal agencies due to its wide coverage of educational items in a systematic way. It is viewed that these media can substitute the classroom teaching in future.



***Role of media in promoting education of children with disabilities and SEN***

## SELF Assessment 9.2

1. What is the importance of using mass media in communicating inclusive education?
2. Positive and negative influence of media in the education of learners with SEN and disabilities.

## Activity 9.3.

1. How do you think media can influence positively or negatively the education of learners with disability or SEN

It is inevitable to work with the media because the media is effective in change and shaping the views of society. Society depends on the mass media for information. The society depends on the media before adopting a side on issues. People adopt positions because the majority of society is for the view. They support a view because the class to which they belong is for that view.

The other fact is that the mass media reaches out to many people at one go. This is especially in the case of the radio and television. Mostly, the media, when used effectively, is free or very cheap. It is free when it comes to news stories. People have argued this way, "I heard this on radio, so please, do not argue with me!" This is how influential the media is.

How the media portray disability or special needs issues can help increase awareness throughout society about the realities faced by people with disabilities and special needs reduce stereotypes, prejudices and harmful practices, and promote awareness of their capabilities and contributions. How and how often disability is presented and the language used can nurture positive perceptions, foster respect for the rights and dignity of persons with disabilities and SEN and promote inclusive societies.

For examples by using radio, print media, TV shows, magazines, etc, the community can be informed on:

- Raising awareness of the challenges facing people with disabilities or special need and issues surrounding disability, and factors that contribute to the problem that lead to stigmatization of people with disabilities,

- Bring discussion of disability into the public arena to challenge the idea of it as a taboo subject,
- Call on for better resources to address the exclusion of people with disability from general social, economic and political life and overcome lack of access to most areas of development, including health, education, food, shelter, employment and land, etc

For a long time, media researchers focused almost entirely on the harmful effects of media, including the effects of media violence on aggression, the media's role in increasing racial and gender stereotypes, and its potential to shape people's perception of the world as a dangerous place. However, more recently, different studies have started to look at the flip side: the positive effects media can have when it's more uplifting and inspiring. In the last few years, studies have illustrated how, just as some films, TV shows, and other media can foster positive behavior and attitudes.

Briefly, the impact of media on the education of learners with disability or SEN, can be positive or negative depending on how (strategies, methods, types of media), where (favorable place), what (message to communicate) to whom (the audience).

Following are tips for effectively using the media for positive influence to the community:

- Identify the most popular media that can be used to reach as many people as possible in a specific community or all over the country.
- Contact media owners and agree on frequencies and cost of publishing a piece of information on inclusive education in the media.
- Write messages, stories or articles on inclusive education that will be used by the media.
- Monitor the publication, assess and evaluate the accessibility and the use of information by the audience.

### **SELF Assessment 9.3**

How media can influence positively or negatively the education of learners with disability or SEN?

## END UNIT ASSESSMENT

1. In your own words, explain the term media
2. Referring to the types of media learned, classify different official media used in Rwanda
3. Explain the role of media in education
4. Explain how media can influence positively or negatively the education of learners with disability or SEN



## INTRODUCTION TO BRAILLE AND TACTILE MATERIALS

**Key Unit Competence:** Use Braille and tactile materials as alternative communication for

### Introductory Activity

Read the following passage and answer the questions

Umutoni, now 25 years was born with oculocutaneous albinism. As with all disabilities. This has a complex definition. For Umutoni, it means she has no pigment in her eyes, skin, or hair. She is extremely sensitive to light, she has nystagmus and she is legally blind. She has also had some other physical problems along the way, but has developed into an outstanding young lady working as a Chief Executive Officer of a well-known company working in East Africa.

The road to victory has not been easy and sometimes Umutoni did not choose the easy route. Even as a small child many people saw the special qualities in her and encouraged and guided her. Others have been unable to see beyond her shortcomings. The key to her success has been her strength of character to focus on her abilities, not her disabilities. Her favorite saying is "I may not have eyesight but I have vision". Her vision is now to improve on Braille system invented by Louis Braille decades ago.

Her academic life has definitely had its ups and downs. She enrolled in special school for learners with Visual Impairment for her primary education. The school has all the materials needed for her education. There were appropriate braille materials for her, like perkins machine and computers with appropriate software. Books were in braille and teachers were conversant with braille and taught her in braille. The school environment was also friendly and adapted to meet her needs. However, her social life was not as good as her academic life which affected her level of self-esteem. She later decided to join an inclusive school for her secondary education. The supportive schools have helped her develop into the kind of person who is contributing to the development of the country.

Questions:

1. Umutoni succeed in life despite her disability. What could be the reasons of her success?
2. What is the vision of Umutoni? Who invented braille?

## 10.1. History of Braille and tactile materials

### Activity 10.1.

1. How do people with Visual Impairment learn and how do they write and read?
2. Do you know any people who contributed to the development of Braille?

#### 10.1.1 What is braille?

Braille is a system of embossed dots which are formulated using combinations of six dots. They are arranged in two vertical rows of three dots each. Different arrangement of the dots forms the alphabet and other characters which you will learn later in this unit.

They form a group of six dots numbered as follow:

#### The Braille Cell

1 ● ● 4  
2 ● ● 5  
3 ● ● 6

One group of the six dots as shown above is called Braille cell.

Persons with Visual Impairment read these dots through touch. Those who read through touch are referred to as touch readers. They use their fingers to find the position and arrangement of the dots and know what is communicated. Braille writing is very different from print writing. Each letter

of the alphabet and all other print characters and symbols have their Braille equivalent depending on the arrangement of the dots. This is done by using the six dots of the braille cell.

The position of the dot in a cell can make a lot of difference in meaning. You will learn how to write the alphabet in Braille later.

### **10.1.2 Historical Background of Braille**

Before braille was developed as a system of reading and writing for people who are blind, there were other efforts to enable them to read and communicate with each other or with sighted individuals. These include the work of people such as:

- Valentine Haûy
- Charles Barbier
- Louis Braille

Let us now examine some of these important contributions towards Braille reading and writing

- **Valentine Haûy ( 1745-1822)**

In 1784 Valentine Haûy founded the first school for the blind in Paris and realized that the development of some methods of reading and writing was a precondition for providing any systematic and meaningful education to persons who were blind. Haûy concentrated on using regular print in embossed form. This form of embossed print went through many modifications and therefore could not survive long. All embossed letters had for the blind one basic shortcoming, it was talking to the fingers the language of the eye.

- **Charles Barbier (1767- 1841)**

Charles Barbier was an army officer in the French army and also an engineer. He needed to send messages without being discovered at night. This could only be done by touch and it is only this basis that he came up with “tangible dots”. It was his idea to use embossed dots as the medium most suitable for such touch reading. His system was used by soldiers to communicate at night in the battlefield. Charles Barbier’s system consisted of twelve dots, six vertical dots in two rows. The greatest disadvantage of this system was its difficulty for touch reading since the dots could not be well covered by the

fingertips.

- **Louis Braille (1809- 1852)**

Louis Braille who was also French man became blind when he was young. He was acquainted with Barbier's system of dots while he was still quite young. He used it experimentally with his pupils when he became a teacher. He conceived the idea of using the upper half of the Barbier cell and designed an alphabet with the six dots cell that had two rows of three dots. The new code now called Braille was accepted in 1854 two years after Louis Braille's death. It is the Braille we use today.

### 10.1.3 Braille Writing Equipment

This section introduces you to various Braille writing equipment. The following are some of the major Braille writing equipment:

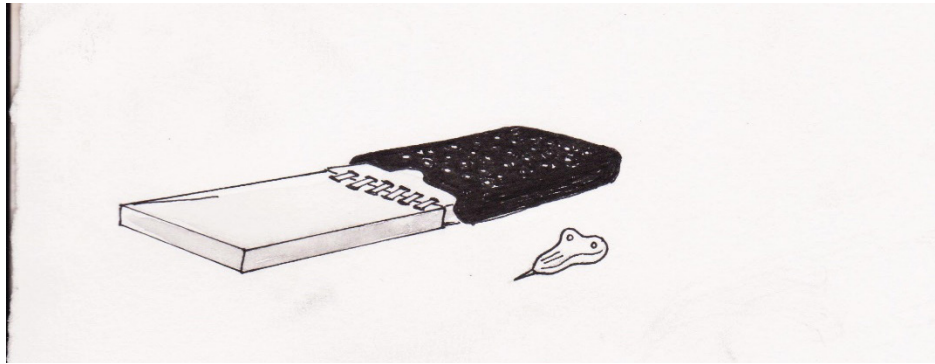
- Slate and Stylus
- Braille
- Jot a dot
- Braille embosser
- Thermoform machine

Let us look at each of these equipment

- **Slate and stylus**

The slate is a rectangular frame that has impressions of Braille cells on it. It has a frame that is hinged on it as shown in the figure below. Braille paper is inserted and held tightly by the frame. The stylus is used to prick dots on a special paper known as Braille paper. Writing using a stylus is done from right to left. However, reading is done after turning over the braille paper and then we read from left to right.

The Stylus is made of a wooden or plastic holder. Its lower end has a metal pin which punches dots in a braille paper fastened to the slate. By pressing the sharp stylus on the paper in the appropriate position one is able to come up with the same kind of Braille characters as those produced by a braille. These dots are written from the back of the paper and are read from the front of the same paper. This means that the dots are made in reverse when writing so that when you turn the paper over the order of the dots is reversed.



***Slate and stylus***

In order to write Braille using the slate and Stylus, you need a lot of practice as letters must be written one way and read the other way.

- **Brailer**

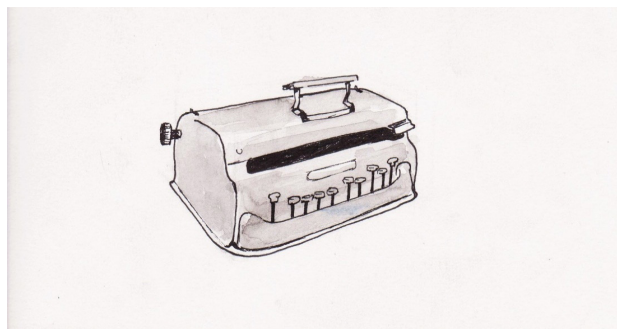
Brillers are machines used for writing Braille by pressing keys which produce the raised dots (embossed dots). There are a variety of brillers. The following are some of the Braille writing machines:

- Perkins Brailer
- Marburg Brailer
- Erika Brailer

Let us examine each brailer.

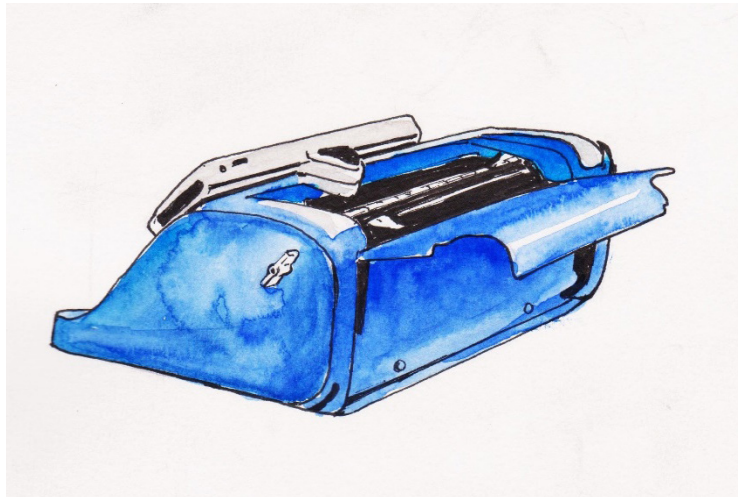
- **Perkins Brailer**

Perkins Brailer is the most commonly used Braille writing machine in schools in Rwanda. It is very reliable and simple to operate. The embossing head produces firm dots that are easy to read. The Braille paper is held tightly and kept in position throughout.



***Perkins brailer***





***Parts of Perkins Braille***

The important parts of Perkins braille are:

- Keyboard
- Embossing heard
- Paper release lever
- Carriage

Let us now examine the functions of these parts.

### **Keyboard**

The Keyboard of a Braille has 9 keys. These are:

- Line spacer which is used from moving from one line to the other upwards
- Space bar at the centre of the dot key for moving along the line
- Backspacer key for moving paper backwards
- Six keys for embossing the six dots used in writing Braille.

### **Embossing Head**

This is the part of a Braille that embosses the six dots to a Braille paper.

### **Paper Release Lever**

There are two paper Release Levers which hold tight the braille paper in readiness for writing and releases them to allow one to remove the paper.

There are two of them, one on the left and one on the right.

### **Grooved Roller**

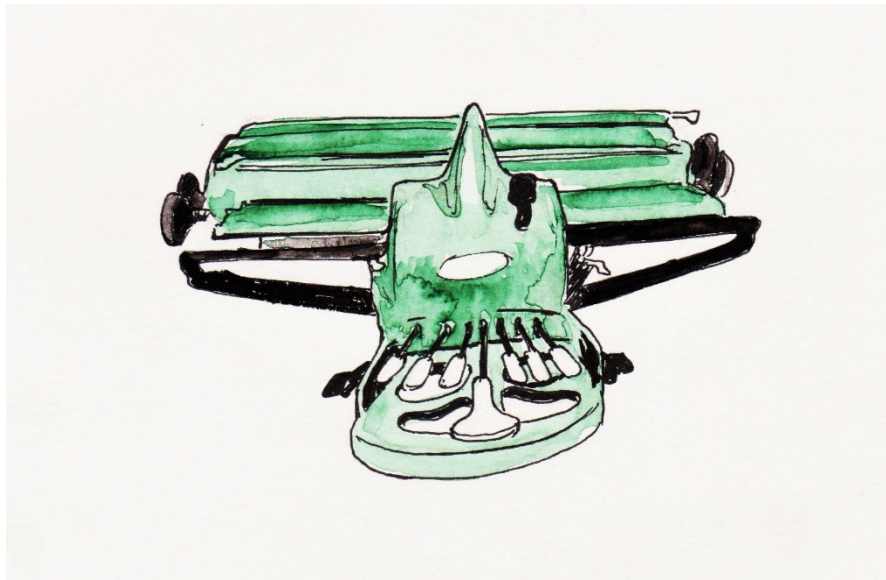
The grooved roller rolls paper forward and backwards. The grooves hold the paper tight gripping it as it moves. The grooves are made such that they cannot crush the dots.

### **Carriage**

This is the lever located between the handle and the keys. It moves the embossing head from right to left. It is moved with the help of a lever which is cup shaped. It is operated by one, two or three fingers. The carriage sides when the lever is pressed a little and can be pushed to the direction the writer wants it to move.

### **Marburg**

Marburg is less expensive than the Perkins Brailier. It has similar characteristics and operates in more or less the same ways as the Perkins. However, it is less durable as compared to Perkins. It is on this basis that Marburg is currently getting replaced by the Perkins.

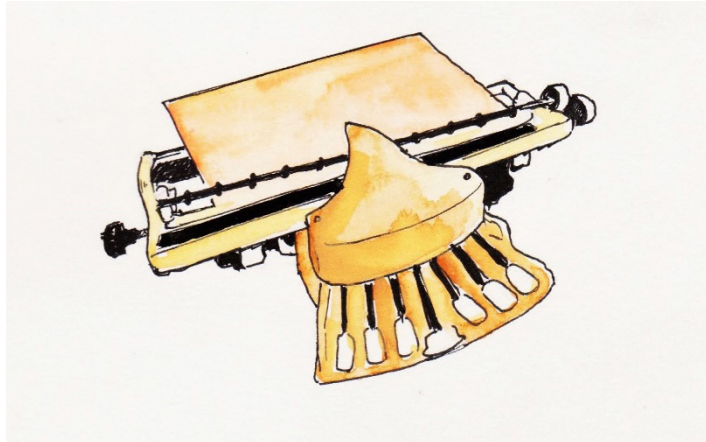


*Marburg brailier*

- **Erika Brailier**

This is a small Braille writing machine. It uses small pieces of Braille paper size. The body is back in colour and attached to a metal base that is painted

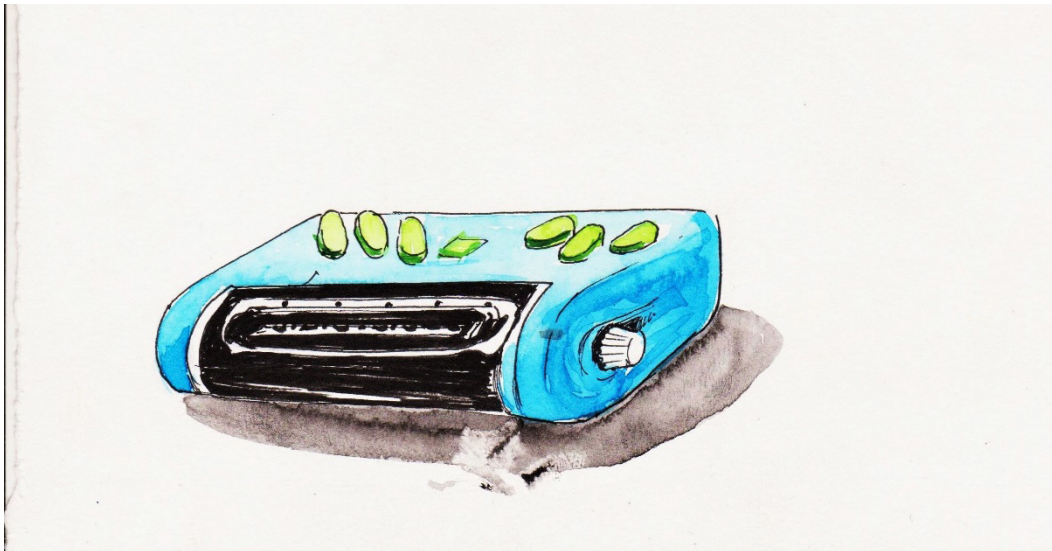
bright red. The keys are wooden with ivory lay. This is a mini brailier which is meant for note taking. However, it is not durable and also is not readily available. It is being replaced by most recent Braille note taking machine known as Jot a dot which you shall study next.



*Erika Braille machine*

- **Jot a Dot**

Jot a Dot is an electronic mini Braille writing machine also referred to as “Pocket Brailier” developed in Australia. This is a portable brailleing device and the most recent form of note taking machine for persons who are blind, it uses light paper as opposed to the other brailiers which must use the heavy Braille Paper.



*Jot a Dot*



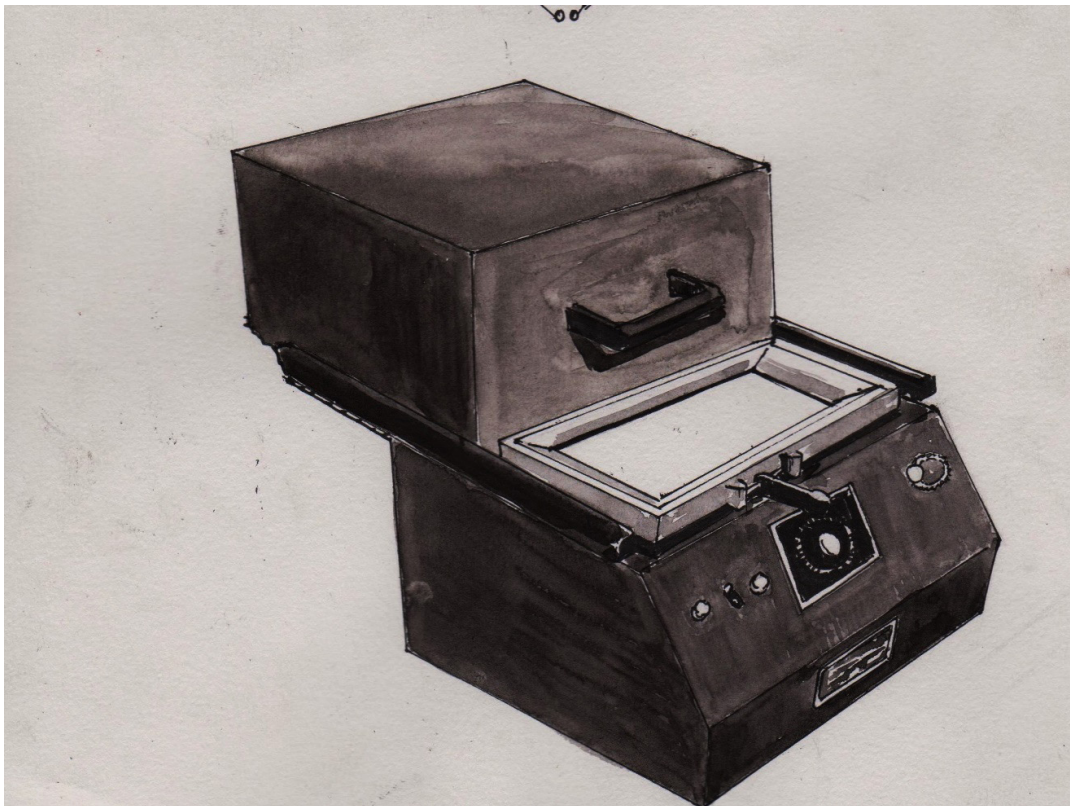
- **Braille Embosser**

The embosser is the most recent development in Braille writing and mass production of brailled materials. A special software for example the Duxbury Braille Translator (DBT) that can convert print to Braille and vice versa is installed in a computer. However, the writer uses the ordinary keyboard. By a command, the embosser can produce copies of Braille scripts in more or less the same principles as a printer.

- **Thermoform Machine**

Before the braille embosser, thermoform was the major machine used for mass production of braille material. Thermoform is not a writing equipment but it is a machine for mass production of braille copies. It works with the same principles as the duplicating machine. It is however slow because the production is one page at a time.

It is easy to operate and uses a special paper known as brailon. This paper is expensive and not locally available. The brailon is placed on top of the master copy and by heating and suction, the embossed dots are copied on the brailon.



*Thermoform Machine*

#### 10.1.4. How do we maintain the Braille writing equipment?

You do this by:

- Covering the machine with a dust cover every time that it is not in use
- Storing in safe dry place and avoid dampness for the preservation of metal parts
- Cleaning and lubricating the parts regularly
- Tightening of loose screws and nuts
- Replacing of faulty parts when needed

#### SELF Assessment 10.1

1. Name the various Braille writing equipment
2. Explain the function of the five major parts of the Perkins Brailier

### 10.2 Rules of Braille transcriptions

#### Activity 10.2

Discuss the importance of having braille transcribing rules?

For Braille writing to be successful transcribed, the different rules were set for guiding users, teachers and transcribers.

1. Learners are urged to work through each lesson in this unit in the order given, and to perfect themselves in each lesson before proceeding to the next.
2. It is most important that each example given should actually be written several times for practice.
3. The best and quickest way to learn to write is by constant practice, and by a firm resolve to send only faultless work to the instructor.
4. When transcribing given exercises start a new braille line for each print line shown.
5. The braille page number should be put at the top right hand of the paper.
6. The Practices should be given to your teacher for marking.
7. A sighted person reads braille by sight rather than by touch. However, good braille feels right rather than looks right.



8. Establish the habit of always using the spacebar immediately after brailleing a word or punctuation.
9. Keep your eyes on the print copy and not on your fingers.
10. Position the print copy so it can be read without strain. Mark the line you are brailleing in such a way as to ensure that you do not miss a line or lose your place.
11. Ensure the completed work for marking is well protected so the dots are not flattened in transit.
12. Dot 5 is used as a mathematical hyphen when it is necessary to divide a mathematical expression at the end of a braille line.
13. A number sign must be written before any number to differentiate it from letters of alphabet.
14. All punctuation marks must be written immediately after the words they follow without any spacing
15. Dot 6 is used to mark capitalization and when 2 dots 6 follow one another before a word it is an indication of capitalization of all the following letters
16. The use 3 and 6 dots at the end of any braille line, it indicates the continuation of word to the following line.

### **SELF Assessment 10.2**

List down at least 5 rules of transcribing braille

## **10.3. Braille alphabet, figures and punctuations marks grade one**

### **Introduction**

In this section you will be introduced to all the letters of the alphabet, figures and punctuations marks used in Braille writing.

### **Activity 10.3**

- Write in Braille form alphabet from A to Z then W
- Explain why letter W is not included in this format

### 10.3.1. Letters from a-j

#### a - j

a      b      c      d      e      f      g      h      i      j  
⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠

<b>a</b>	dot 1	<b>f</b>	dots 1 2 and 4
<b>b</b>	dots 1 and 2	<b>g</b>	dots 1 2 and 4 5
<b>c</b>	dots 1 and 4	<b>h</b>	dots 1 2 and 5
<b>d</b>	dots 1 and 4 5	<b>i</b>	dots 2 and 4
<b>e</b>	dots 1 and 5	<b>j</b>	dots 2 and 4 5

Practise writing these signs, leaving two spaces between each; and when you can write them correctly, practise reading them from your page as well.

### 10.3. 2. Letters from k-t

#### k - t

These ten letters are formed by adding dot 3 to each of the first ten letters; thus:

a      b      c      d      e      f      g      h      i      j  
⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠

k      l      m      n      o      p      q      r      s      t  
⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠    ⠠

<b>k</b>	dots 1 3	<b>p</b>	dots 1 2 3 and 4
<b>l</b>	dots 1 2 3	<b>q</b>	dots 1 2 3 and 4 5
<b>m</b>	dots 1 3 and 4	<b>r</b>	dots 1 2 3 and 5
<b>n</b>	dots 1 3 and 4 5	<b>s</b>	dots 2 3 and 4
<b>o</b>	dots 1 3 and 5	<b>t</b>	dots 2 3 and 4 5

### 10.3.3. Letters from u-z and w

## u v x y z and w

u, v, x, y and z are formed by adding dot 6 to the letters k-o; thus:

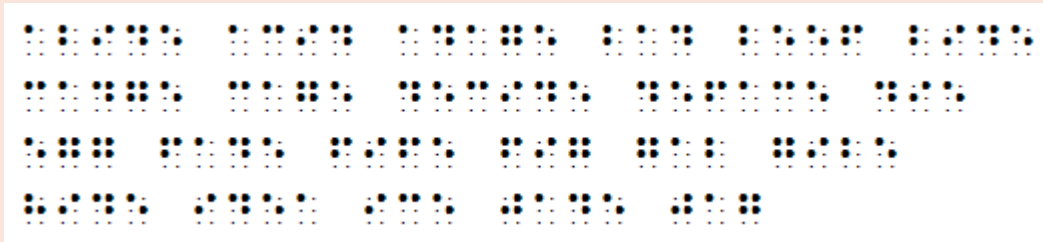
<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>	<b>o</b>
⠠	⠠	⠠	⠠	⠠
<b>u</b>	<b>v</b>	<b>x</b>	<b>y</b>	<b>z</b>
⠠	⠠	⠠	⠠	⠠

w ⠠ is out of place because braille is of French origin, and there is no letter w in French.

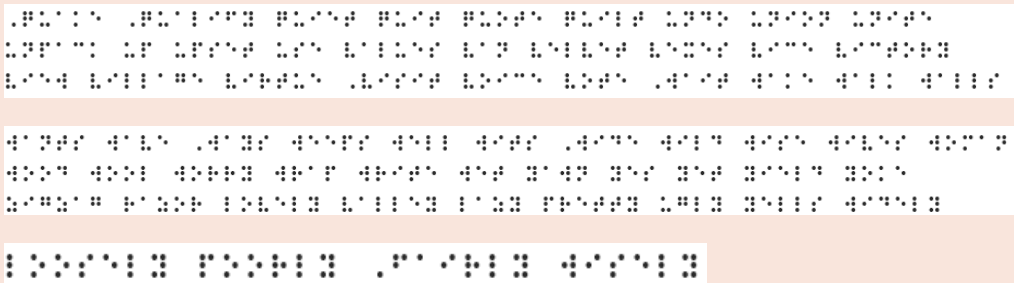
<b>u</b>	dots 1 3 and 6	<b>x</b>	dots 1 3 and 4 6
<b>v</b>	dots 1 2 3 and 6	<b>y</b>	dots 1 3 and 4 5 6
<b>w</b>	dots 2 and 4 5 6	<b>z</b>	dots 1 3 and 5 6

### SELF Assessment 10.3

Write the following word in print



Write the following in print



## d. Braille for Mathematics












### Activity 10.4

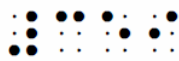
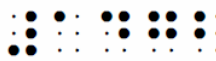
Write down 1 to 10:

- In Braille numbers 1 to 0
- Write in Braille form the five mathematical signs.

#### Numbers from 1 to 0

Braille numbers are written by putting a number sign in front of the first 10 letters of the alphabet.






										
#	1	2	3	4	5	6	7	8	9	0

Examples:  359       1472

#### Mathematical signs

- + Plus
- Subtraction
- / Division
- X Multiplication
- = Equal sign

#### Math Symbols

				
+	-	×	÷	=
dots 5, 2-3-5	dots 5,3-6	dots 5, 2-3-6	dots 5, 3-4	dots 5, 2-3-5-6

**Note:** The addition, subtraction, multiplication, division and equal sign are two cells each.

Examples:

50 + 10 = 60

50 + 10 = 60

3 × 8 = 24

3 × 8 = 24

17 + 12 = 29

17 + 12 = 29

92 - 68 = 24

92 - 68 = 24

51 ÷ 3 = 17

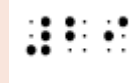
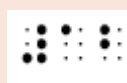
51 ÷ 3 = 17

25 × 4 = 100

25 × 4 = 100

### SELF Assessment 10.4

Write the following numbers in print



50	10	60	24	29
92	68	24	51	3
17	12	29	25	4
100				





Braille transcription of the first paragraph of text.

Braille transcription of the second paragraph of text.

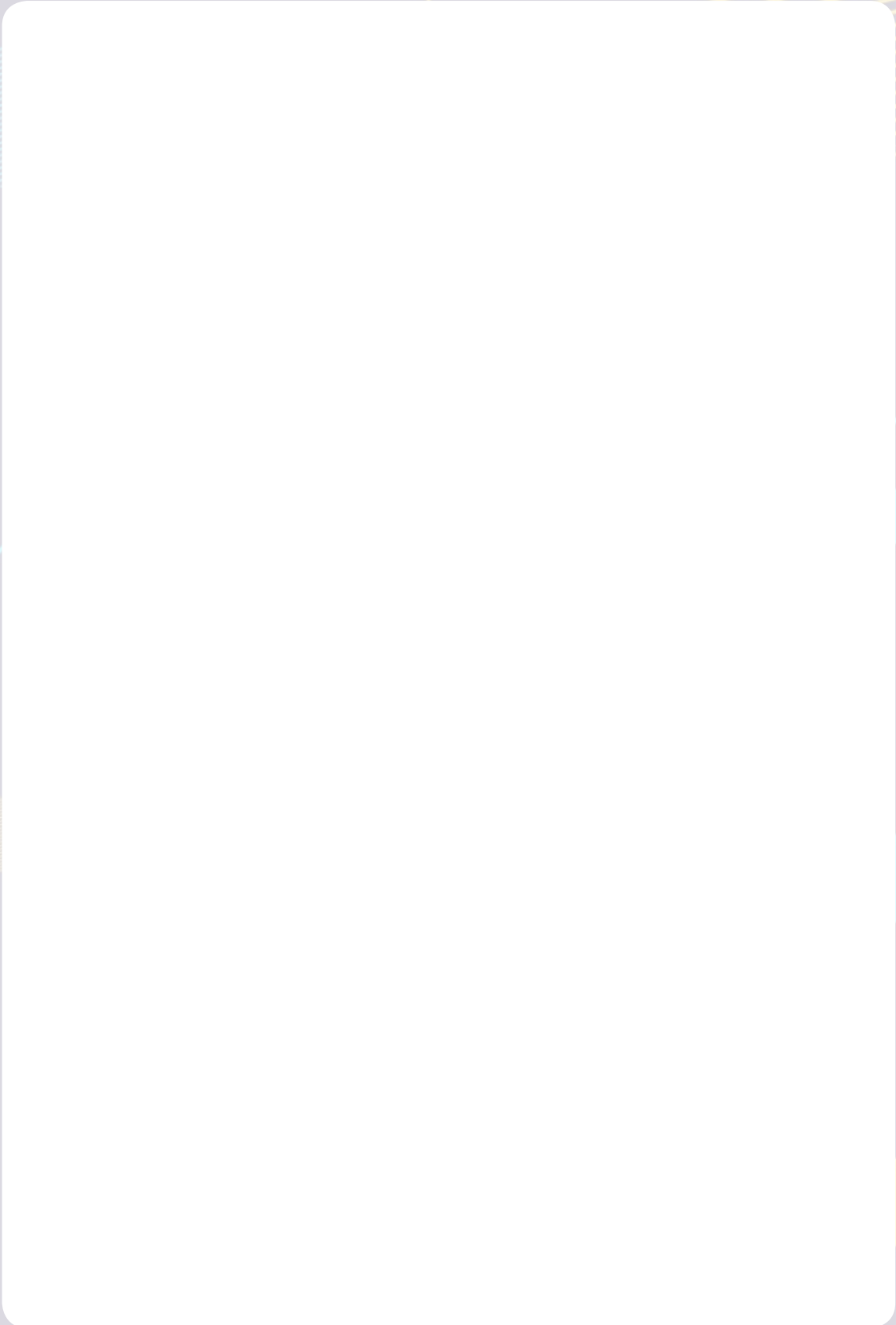
## END UNIT ASSESSMENT

1. Explain briefly the history of braille?
2. What is Jot a Dot?
3. Which other brailier do you compare with Erika?
4. Describe how slate and stylus are used in writing Braille
5. Explain why the use of this equipment can be difficult for beginners
6. List any four basic ways of caring and maintaining a braille writing machine
7. Write down any 3 rules of Braille transcriptions that you know.
8. Where should the page number be written on braille paper?
9. Why should a sighted person read braille using her/ his eyes?
10. Write down the dots for the following letters: b F i L R P u m x W
11. Give the dots for the following mathematical signs: + - x = /
12. List down any 4 punctuation marks that you know.
13. Write the following in Braille

14. Kill, cage, TTC, pocket, monkey, umbrella, zebra, velvet, task, Sarah.

15. Write the following in print:

kill cage TTC pocket monkey umbrella zebra velvet task Sarah







## INTRODUCTION TO RWANDAN SIGN LANGUAGE AND DEAF EDUCATION

**Key Unit Competence:** Use Rwandan Sign Language as alternative communication used by learners with hearing difficulties.

### Introductory Activity

Use of Rwandan Sign Language as alternative communication used by learners with hearing difficulties.

**Read the following text and answer the questions that follow:**

Sign language (also known as signed language) is a language that uses the visual-manual modality to convey meaning. Sign language is expressed through manual articulations in combination with non-manual elements. Sign language is a full-fledged natural language with its own grammar and lexicon. Sign language is not universal and not mutually intelligible with each other, although there are also striking similarities among sign languages.

Linguists consider both spoken and signed communication to be types of natural language, meaning that both emerged through an abstract, protracted aging process and evolved over time without meticulous planning. Sign language should not be confused with body language, a type of non-verbal communication.

Wherever communities of deaf people exist, sign languages have developed as handy means of communication and they form the core of local deaf cultures. Although signing is used primarily by the deaf and hard of hearing, it is also used by hearing individuals, such as those unable to physically speak, those who have trouble with spoken language due to a condition (augmentative and alternative communication), or those with deaf family members.

It is unclear how many Sign Languages currently exist worldwide. Each country generally has its own native sign language, and some have more than one. Some Sign Languages have obtained some form of legal recognition, while others have no status at all.

### Questions:

1. Describe Sign Language as a medium of communication.
2. Linguists consider both spoken and signed communication to be types of natural language. What does this mean to you?
3. Wherever communities of deaf people exist, sign languages have developed as handy means of communication and they form the core of local deaf cultures. Discuss.
4. The way to educate deaf student is the same way to use when educating students with hearing impairments. Discuss.

## 11.1. History of Sign Language in Africa and in Rwanda (Andrew Foster)

### Activity 11.1.

Use books or other sources of information to answer the following questions:

1. What do you understand by Sign Language?
2. What is deaf education?.
3. What do you think is the best way to teach Deaf student?

### a. Brief history of Sign Languages in Africa, in Rwanda and Deaf Education

Sign Language is a system of communication using visual gestures and signs, as used by deaf people. Sign languages arise almost anywhere there are deaf people. By definition, deaf people cannot hear, but most have an intact capacity for language, and language will out one way or another. While there are a few documented instances where sign languages have been invented, their emergence is generally spontaneous. When there is a critical mass of deaf people, as often occurs at school, the emergence of a fully developed sign language can be extremely rapid.

Sign languages are relatively young. The earliest systematic description of a sign language occurs in the late eighteenth century, when L'Abbé de l'Épée founded the first school for the deaf that used sign language. L'Épée took

signs that already existed in Paris and added what he called ‘methodical signs’ for use as both metalinguistic devices and ways of tying the signing to French grammar. The founder of the first school for the deaf in the United States, Edward Miner Gallaudet, visited L’Épée’s school and hired its star pupil, Laurent Clerc, to come and teach at his school in Hartford, Connecticut. Children from Martha’s Vineyard, where a descendant of British Sign Language was used, attended the school and had some influence over the development of American Sign Language.

The History of Sign Languages in Africa is associated to Dr. Andrew J. Foster. Andrew Foster was intelligent, talented and dedicated to bringing deaf education to so many, he was the first African American to graduate from Gallaudet with a Bachelor of Arts Degree. Foster has been referred to as the father of Sign Languages in Africa because he established 32 schools for the deaf in 13 different African countries.

Andrew Foster and his brother contracted spinal meningitis at 11 years old and became deaf. At that time, African Americans were only formally educated through the sixth grade. He attended several different schools for the deaf until finally receiving his high school diploma at the age of 26. Because he was African American, Foster tried repeatedly to get into Gallaudet but was denied admittance due to his race. Never one to give up on something he set his mind to; he was finally accepted into Gallaudet with a full scholarship in 1951. Foster continued with his education after graduating from Gallaudet, earning two master degrees before focusing on his true life’s calling “missionary work”

With the help and encouragement of then Gallaudet President, Leonard Elstad, Foster established what is now known as the Christian Mission for the Deaf in Detroit (1956). He then went on speaking tours across the globe and to 25 different African countries in an effort to raise funds for schools for the deaf in Africa. When Foster first arrived in Africa in 1957, there were 12 schools for the deaf in Northern Africa and in Apartheid South Africa. He set up his first school in Western Africa in Ghana of that same year and by 1972, he had established another 29 schools for the deaf all over Africa.

Dr. Andrew Foster taught students, trained teachers, educated the public about the needs of deaf Africans, and advised government officials about the need for more schools for the deaf. Gallaudet also educated many of Foster’s former African students. In 2004, Gallaudet University named an auditorium after him in honor of his role as the “Father of Deaf Education” in Africa.



*Dr. Andrew Jackson Foster*

**In Rwanda**, the history of special education can be traced back in the year 1962 when Father Joseph Fraipont Ndagijimana opened the first centre for medical, education and reintegration of persons with Disabilities in Gatagara. The school received children with varying disabilities including those with hearing impairments. The Rwandan National Union of the Deaf (RNUD) was then established in 1989 and leads to advocate for the recognition of Rwandan Sign Language as an official language. They are currently developing a Rwandan Sign Language dictionary.

**Deaf education** is the education of students with any degree of hearing loss or deafness which addresses their differences and individual needs. This process involves individually-planned, systematically-monitored teaching methods, adaptive materials, accessible settings and other interventions designed to help students achieve a higher level of self-sufficiency and success in the school and community than they would achieve with a typical classroom education. A number of countries focus on training teachers to teach deaf students with a variety of approaches and have organizations to aid deaf students.

Deaf history greatly affects how deaf people live their lives today. And not only do deaf people have a history, they have a culture. **Deaf culture** is culture like any other. Deaf people share a language, rules for behavior, values, and traditions. The way the Deaf culture is living today is a direct result of the Deaf history that preceded it. The Deaf culture is a culture that

is centered on sign language and relationships among one another.

### **b. Deaf community and deaf culture**

In Rwanda, like in many other African countries, children with hearing impairments encounter challenges as regard to education. Social culture barriers are hindering their participation to education and therefore have no chance to live a meaningful life.

According to the World Federation of the Deaf: “Language and culture are inseparable, and sign language(s) are a critical component of deaf culture and the deaf identity. Sign language is vital to every deaf person’s cognitive, social, emotional, and linguistic growth. Without early sign language exposure, deaf children are deprived of a strong language foundation.”

With a grant from the Disability Rights Advocacy Fund (DRAF), the Rwandan National Union of the Deaf (RNUD) leads a coalition with Media for Deaf Rwanda and the Human Rights First Rwanda Association to advocate for the recognition of Rwandan Sign Language as an official language. They are also developing a Rwandan Sign Language dictionary.

#### **• What is the Deaf Community?**

Some people with profound hearing loss embrace their deafness as part of their cultural identity, and sometimes capitalize the “d” in Deaf. Some members of the community do not consider themselves disabled and feel that they don’t need to be “fixed” by doctors through medical interventions such as cochlear implants. Instead, they see themselves as a part of a unique linguistic group with a distinct culture. Deaf people prefer to be called deaf, and dislike the term “hearing-impaired,” according to several deaf groups and agencies such as the National Association of the Deaf. The term “hearing impaired” is vague and tends to lump diverse groups such as the hard of hearing, late-deafened, and deaf into one category. The Deaf also dislike the “impaired” label, since deaf people do not consider themselves deficient or disabled in any way. The nature of sign language has created some unique cultural norms. For example, when deaf people sign to each other, they stand further apart than hearing people would during a conversation. It is difficult to go around deaf people signing to each other in narrow places like hallways, so it is not usually a big deal if a person walks quickly between two signing people. The person needs to go through fast enough so that the Deaf people don’t miss any signs. Interrupting the conversation by saying “excuse me” before going through two signing people may be considered rude in the deaf community.



Hearing people tend to let their eyes rove during conversations. **In deaf culture**, constant eye contact is essential for communication. Deaf people feel that breaking eye contact is rude.

Many members of the community consider sign as their first language and prefer to communicate with hearing people via a sign language interpreter. Interpreters are highly-trained professionals who can assist either in person or through a video relay service (VRS) or remote interpreting services (VRI). VRS services help hearing and deaf people to communicate by phone through a sign language interpreter who is seen on a computer screen or on a videophone. VRI interpreters can serve from another location via a video camera. The hearing person, and the deaf person can be broadcast live onto a screen to watch each other communicate.

- **Attention-Getting Behaviors**

Deaf people have developed various ways of getting people's attention in their silent world, such as:

- A gentle touch - usually a tap on a shoulder
- Handwaves
- Vibration, such as a foot stomping or a knock on a table
- Turning a light-switch on and off

- **Adapting to Activities of Everyday Living**

Because Deaf people communicate visually with their hands, they adapt to daily life in unique ways. For example, a Deaf driver may wait until traffic stops to sign to a passenger or will sign to him briefly with one hand. They may chose to sign with one hand during meals or when they are holding something. At a performance, Deaf people may show their appreciation by raising their hands and twisting them in the air instead of clapping. The deaf community is extremely close-knit and ending a visit can be difficult. A «Deaf goodbye» is notorious for being long, with people saying bye numerous times and then continuing to talk.

### **SELF Assessment 11.1**

1. Who is the father of Sign Language in Africa?
2. Deaf people have their own culture. Explain?
3. Briefly explain the contribution of **Andrew J. Foster** to the development of Sign languages in Africa?

## 11.2. Rules of Rwandan Sign Language

### Activity 11.2

1. How would you behave if you are to communicate with a Deaf person?

A Deaf person is someone who has difficulties in hearing. The following are rules to consider when teaching or communicating with a Deaf person :

- Maintain eye contact when talking to the person or learner with hearing difficulties.
- Always face the source of light for visibility.
- Do not talk while the face is turned away.
- Keep your face at the same level with the learner.
- Don't be more than 2 meters away from the learner.
- Do not cover your mouth while speaking.
- Speak naturally without exaggerating lip movement .
- Remember that sign language grammar is different from spoken language grammar.

### SELF Assessment 11.2

1. List five rules to consider when you are communicating with deaf person?

## 11.3. Basic Rwandan Sign Language

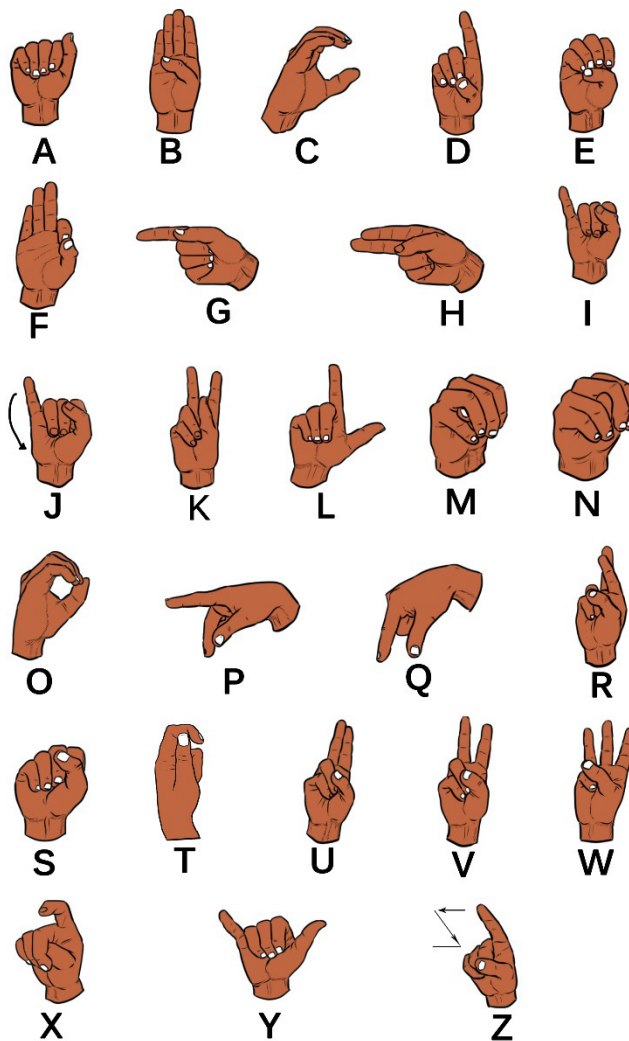
### Activity 11.3

1. Imagine you are with a deaf person and you want to say good bye. What sign would you use?
2. Suppose you get an accident and become deaf, how would you tell your parent that you want to eat?
3. Deaf people use body parts to communicate. What is the mostly used body part?

### 11.3.1 Sign Language Alphabet and the basics of Sign Language

Learning to sign the alphabet (known as the manual alphabet) is usually the first place to begin. Each of the 26 letters in the English alphabet are represented with a unique sign relatively easy to understand and some even mimic the shape of the letter they represent as shown here below. Practice these and commit them to memory and you will have a good foundation for signing.

**Rwandan finger spelling alphabet.**



- **Five basic ways for signing**

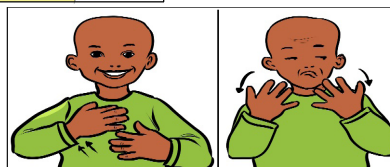
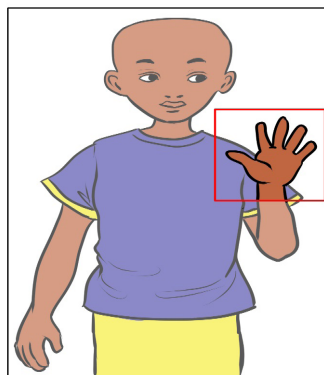
1. Handshape
2. Movement
3. Palm direction
4. Location
5. Facial expression

- **The ways to learn sign language:**

- Take a sign language class
- Learn online by watching videos
- Join a sign language group, deaf club
- Hire a private, qualified sign language tutor
- Watch and mimic interpreters

- **Position to take when signing**

When communicate with Deaf person you must take position in front of him/her, face to face. It is good to stand and when using arms, they must be at the position of your chest.



While doing fingerspell the palm of your hand must be facing the audience. This instruction is mandatory to avoid the confusion from numbers.

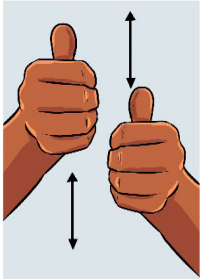
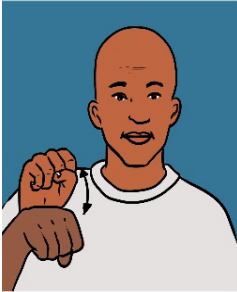

E.g.: If you fingerspell letter F your palm must be facing the follower, otherwise

if it is facing the user it will mean number 3.



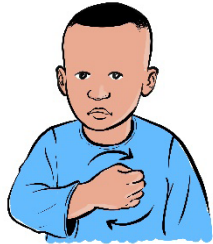
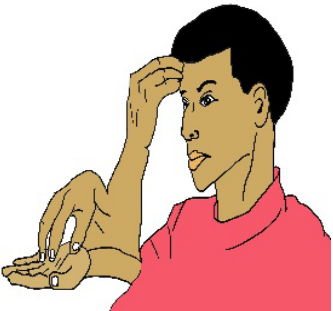
There are several letter that can become member when you change the position of your palm.

e.g. :

- **Table of basic Sign Language and their meanings**

Sign language	Meaning
<p>Which</p>  An illustration showing two hands with thumbs pointing up. Vertical double-headed arrows are placed next to each thumb, indicating the hand's movement.	<p>When signing it, you fold your fingers and let the thumb of each hand face upward, then you move your hands upwards one at a time.</p>
<p>Yes</p>  An illustration of a person's head and shoulders. The right hand is raised with the index finger pointing up and the thumb pointing down, with a small arrow indicating the hand's movement.	<p>You fold your fingers and then bend it up and down, and also your head should show that sign.</p>
<p>Who</p>  An illustration of a person's face and upper torso. The right hand is raised with the index finger pointing up and the thumb pointing down, with a small arrow indicating the hand's movement.	<p>Bend your index finger twice and make a circle on your lips.</p>



<p>Thanks</p> 	<p>The sign for «thank you» is made by starting with the fingers of your dominant hand (or both hands) near your lips. Your hands should be a «flat hands.» Move your hands forward and a bit down in the direction of the person you are thanking. (Smile so they know you mean it)</p>
<p>No</p> 	<p>Index finger together with the middle finger, bend them until they reach on the thumb.</p>
<p>Sorry</p> 	<p>Make a sad, apologetic face. With a hand in the RSL letter S shape, place your fist palm facing your body, over your heart and make</p>
<p>Learn</p> 	<p>The sign for «learn» . looks like you are trying to grab information from the page of a book and stuff it into your head.</p>

Goodbye



Signing: Goodbye is the same as the traditional gesture for the word. Open your palm, folding down your fingers, then open your palm again. Figure: Bye Bye in Baby Sign Language. Usage: Goodbye is a good initial sign that you can use with baby and friends.

A book



To sign book, put your hands together, palm-to-palm. Then holding your pinkies together, open up your hands as if opening up a book.

House



The house sign is made by outlining the shape of a simple house. Extend your two hands, then starting at the roof, outline the slanting roof line then the vertical walls.v

Idea



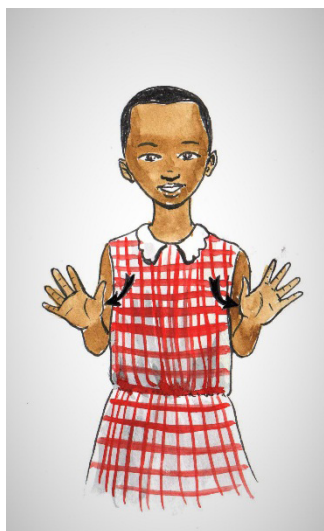
Pinky finger starts on the side of your forehead and moves outward quickly

Tomorrow



Fisted hand up by ear-bring it down and out with thumb pointing out

Finished



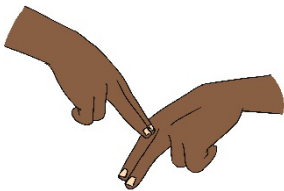
The sign for «finish» is made by placing both of your open hands in front of you. Each hand should face you, with your fingers pointing upward. Twist both hands quickly a couple times ending with the palms pointing forward.

Family



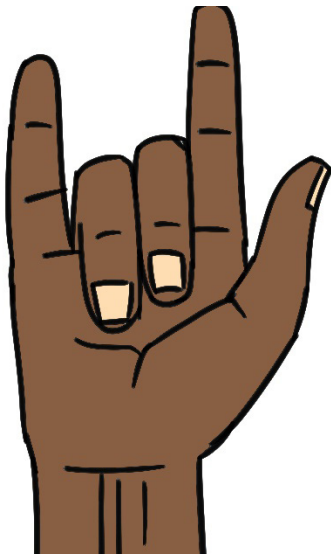
Make two «F» hands-put thumbs together, make a family circle until pinkies touch

Sit Down



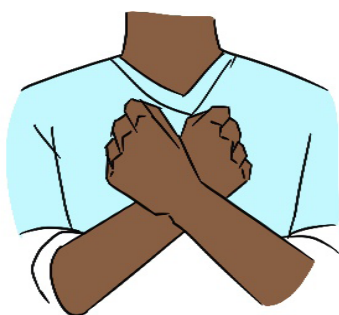
Both hands with pointer and middle fingers-tap one set on top the other fingers

I love you



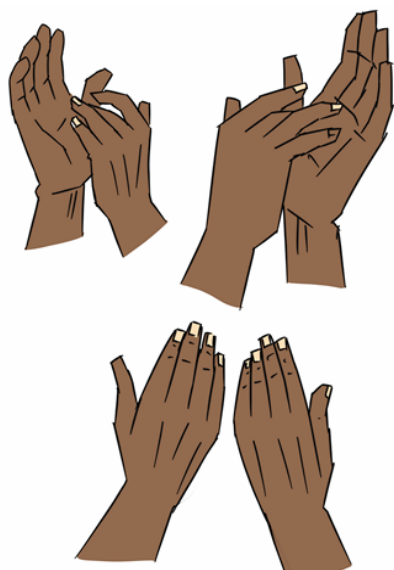
Note: The “I love you” sign is a combination of the Rwandan Sign Language (RSL) letters I, L, and Y.

Love



Also see the general sign for love. The sign for «love» is made by crossing both hands over the middle of your chest.

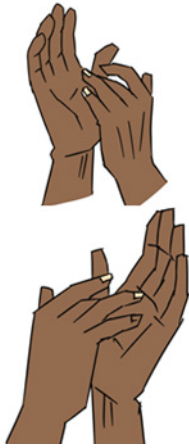
Bible



Just Compound sign: "Jesus" + "book"



Jesus



To do the sign for «Jesus,» Touch the tip of the middle finger of your dominant hand into the center of the palm of your non-dominant hand. Then touch the tip of the middle finger of your non-dominant hand into the palm of your dominant hand. Memory aide: think of the nails through His palms while on the cross.

Big



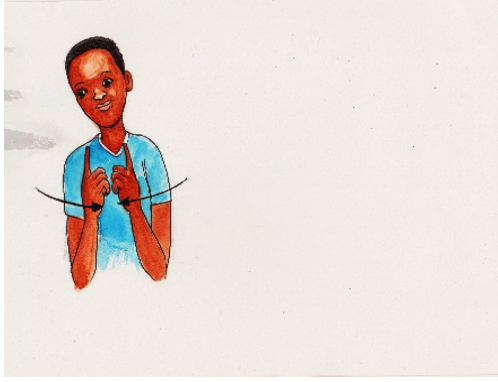
Put open hands together in front of you-pull them apart quickly.

Ok



To do the baby sign for Ok Thumb and index of dominant hand meet making a circle while the remaining finger point up slightly separated.

(to) meet



The sign « MEET » uses « index finger » handshapes. The two hands « meet » in the middle.

To read



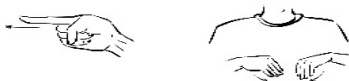
Put your hand palm up while other hands first 2 fingers go back forth-down across palm

### 11.3.2. Structure of Sentences in Sign language.

In Sign Language, you can choose to assemble the words in your sentence in different orders, depending on the content of your dialogue. Some sentences should be signed in a natural English order because rearranging them would cause confusion. However, most of the time, you can get your point across in a variety of ways without worrying about the word order. Unlike English grammar rules, which dictate that the subject must go before the verb, Sign allows you to put the subject before or after the verb when dealing with simple sentences; it doesn't matter which word comes first. You can sign either in subject-verb or verb-subject order. Here are some examples:

**English:** He sells

**Sign:** HE SELLS



**English:** I eat.

**Sign:** ME EAT



### Self Assessment 11.3

1. Is the sign language used only by the deaf people?
2. Fingerspelling the following words:
  - Children,
  - Sister,
  - To write
3. Sign the following words:
  - Name
  - Book
  - To learn
4. Fingerspelling any 5 letters of your choice.

## END UNIT ASSESSMENT

1. Write down any 2 characteristics of the Deaf community.
2. What are the signs of these words : -Love, who, Jesus, Big, Family
3. Sign the following sentences then Change them into Sign Language :
  - I eat.
  - He sells.
4. Who is the father of Sign Language?
5. Write down 4 rules to consider when using Rwandan Sign Language?
6. Is Sign language only used by the Deaf people ?
7. Write down any ten of Alphabet that you know.

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