

SPECIAL NEEDS AND INCLUSIVE EDUCATION

TUTOR'S GUIDE

YEAR 1

OPTION: ECLPE, LE, SME& SSE

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FOREWORD

Dear tutors,

Rwanda Education Board is pleased to present year one Special Needs and Inclusive Education tutor's guide which serves as a guide to teaching and learning of Special Needs Education and Inclusive Education subject in TTCs. The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers.

With the help of the tutor, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own lives but also in the lives of others.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills, values and attitudes by the learner, where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing. They are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and

experienced people.

- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided into 3 parts:

The part 1: Explains the structure of this book and gives you methodological guidance;

The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details the teaching guidance for each concept given in the student book

Even though this tutor's guide contains the answers for all activities given in the student- teacher's book, you are requested to work through each question and activity before judging student's findings.

I wish to sincerely appreciate all people who contributed towards the development of this tutor's guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to the University of Rwanda which provided experts in design and layout services, illustrations and image anti-plagiarism, lecturers and teachers who diligently worked for the successful completion of this guide. Any comment or contribution would be welcome for the improvement of this Teacher's guide for the next edition.

Dr. NDAYAMBAJE Irénée

Director General of Rwanda Education Board

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MURUNGI Joan,

Head of Curriculum Teaching and Learning Resources Department/REB

ABBREVIATIONS AND ACRONYMS

IE	Inclusive Education
CwDs	Children with Disabilities
CBC	Competence Based Curriculum
CRPD	Convention on the Rights of Persons with Disabilities
PwDs	Persons with Disabilities
SNE	Special Needs Education
SEN	Special Educational Needs
UDL	Universal Design for Learning
VSO	Volunteer Service Overseas
NUDOR	National Union of Disability Organization of Rwanda

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PART I. GENERAL INTRODUCTION

1.0. Introduction

The purpose of this tutor's guide is to help you implement the Special Needs and Inclusive Education textbook. It is designed to stimulate you to create exciting and meaningful lessons by enabling you to choose relevant and purposeful activities and teaching strategies. It will encourage you to undertake research and look for new and challenging ways of facilitating students' learning. The tutor guide and the textbook must be used side by side. The syllabus outlines the content and skills that students will learn, and the assessment requirements.

The tutor's guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. This tutor's guide provides examples of teaching and learning strategies for Special Needs and Inclusive Education, elaboration of suggested activities and content, detailed information on how to mark assessment tasks and the resources needed to teach Special Needs and Inclusive Education.

1.1. The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help tutors understand the different sections of this guide and what they will find in each section.

Overall structure

This tutor guide has three main parts as follows:

Part I: General Introduction.

This part provides general guidance on how to develop the generic competences, and integrate cross cutting issues, how to cater for learners with Special Educational Needs and Disabilities, active methods and techniques of teaching Special Education and Inclusive Education and guidance on assessment.

Part II: Sample lesson plan

This part provides a sample lesson plan developed and designed to help tutors develop their own lesson plans.

Part III: Unit development

This is the core part of this tutor's guide. Each unit is developed following the structure below. The guide ends with references.

1.2. Structure of a unit

Each unit is made of the following sections:

- **Unit title:** From the syllabus
- **Key unit competence:** From the syllabus
- **Prerequisites** (knowledge, skills, attitudes and values)

This section indicates prior knowledge, skills and attitudes of learners required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed.**

This section suggests cross-cutting issues to be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue.

Note that the issue indicated is a suggestion; tutors are free to take another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner's book. This section of the tutor's guide provides guidance on how to conduct this activity and related answers.

Note that learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons/sub-heading**

This section presents probable lesson titles/suggested list of lessons in a table, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

- **End of each unit**

At the end of each unit the tutor's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared to the student's book for the tutor to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end

unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.

- **Additional activities:** remedial, consolidation and extended activities. The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

1.3. Structure of each-sub heading/lesson title

Each lesson/sub-heading is made of the following sections:

- **Lesson /Sub-heading title**
- **Prerequisites/Revision/Introduction:**

This section gives a clear instruction to the teacher on how to start the lesson

- **Teaching resources:** This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Tutors are encouraged to replace the suggested teaching aids by the ones available in their respective TTCs and based on learning environment.
- **Teachers' activities:** This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book/ learner's book:
- **Exercises/Self-assessment:** This provides answers for exercises/ application activities with cross reference to the textbook/learner's book

1.2. Methodological guidance

1.2.1. Developing competences

Since 2015, Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary and general secondary education. This review comes as a response to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to colleges to ensure effective implementation. Since 2016 up to 2018, TTC curriculum have been revised to be competence-based in line with the basic education curriculum. The review was to align the pre-service teacher education programs to the new National Basic Education competence-based curriculum.

This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering student's learning achievement, and creating safe and supportive learning environment. It implies also that a student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitudes acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learners can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed in the subject of Special Needs and Inclusive Education.

- **Critical Thinking:** Learners analyze their environment or community and identify problems and challenges encountered by children with disabilities. After, they suggest possible remedies to the identified problems.
- **Research and problem solving:** Learners collect data using interviews, field visits to schools, observations checklists, questionnaires and any other tool, analyze the data gathered and suggest solutions regarding characteristics of an inclusive classroom.
- **Creativity and Innovation:** Learners analyze the benefits of inclusive education clubs in schools. They develop or come up with new ways of establishing or setting up inclusive education clubs in schools.
- **Communication Skills:** Learners can stand in front of others and present findings of their works in a clear and understandable languages. They can also write different documents like, articles in newspapers, Memo or notice etc.
- **Teamwork, Cooperation, Personal and Interpersonal management and life skills:** Learners in teams complete different tasks where each may take on a different role while complementing each

other's strengths and weaknesses in team leadership. Alternatively, teams compete to prepare and present a guideline on how to overcome barriers hindering the implementation of inclusive education.

- **Lifelong Learning:** Learners lead a problem solving and decision-making process in a team. Does a self-evaluation to identify own areas of strengths, areas of weaknesses and propose strategies for enhancing and improving in a team leadership. Alternatively, learners analyze a scenario involving abuse of children with disabilities' rights. They identify the causes and suggest solutions on how to rectify the problem and apply the suggested solutions in real life situations.

1.2.2. Addressing cross-cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. There are eight cross cutting issues identified in the national curriculum framework.

Some cross-cutting issues may seem specific to particular learning areas/ subjects but the teacher needs to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these crosscutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in Special Needs and Inclusive Education subject:

- **Gender education:** Remind learners that both males and females have similar opportunities, rights and obligations in the community, schools and workplaces, and therefore need to be treated fairly and equally as they look for opportunities in education, employment. Remind learners that both girls and boys whether they have disabilities or not have the same rights to quality education.
- **Environment and sustainability:** During the unit on models of inclusive Education, learners need to acknowledge that environment can be the greatest barriers to successful inclusion of children with disabilities and other SEN. So, throughout the unit/lesson learners have appreciate the need to take great care for environment as it is paramount for success of inclusive education.
- **Inclusive education:** Learners need to appreciate the fact that we are all equal and should be treated equally regardless of race, disabilities, economic, political, physical background. Emphasis should be put on how we all have the same rights. During legal frameowk affecting

Inclusive Education unit, learners may discuss and appreciate need to respect and advocate for the rights to education of children with disabilities and other SEN.

- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among learners. Being punctual for activities (time management), involvement in various activities (teamwork), keeping their school environment clean (responsibility), greeting one another are among such opportunities (empathy). In a lesson the tutor should encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, and assist one another with pens, books, class work, among others. Also in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making. Create an opportunity to teach students on how to respect diversity in the classroom. Let the smart students respect and help slow students.
- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, learners should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning gender equality and reproductive health. Learners should be encouraged to seek for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the learners both in and outside of the class.
- **Financial Education:** Learners need to realize that the successful implementation of inclusive education will require financial means. This may involve teaching/ learning materials cost, transportation costs, training costs etc. Let the learners discuss on the way to reduce those costs by involving the use of available materials and experts (Local artisans making crutches for learners with orthopedics impairments).
- **Standardization Culture:** In every lesson take an opportunity to share with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always, create opportunities to have learners discuss where standards apply and when they need to be conscious about standards during their everyday activities. Help the learners to appreciate the fact that

children with disabilities should also be given an education with quality and standard. Children with disabilities are not less human and therefore the quality of services they are given should meet the same standards as their peers without disabilities.

- **Genocide Studies:** Learners need to become aware that all human beings are equal and have equal rights. At the work place, school, home, community, they should avoid and denounce all instances that result into other's rights being violated. Give learners opportunities to share how an inclusive education can promote the fight against genocide ideologies. During rights and responsibilities session, learners relate the genocide of 1994 against the Tutsi and violation of human rights.

1.2.3 Attention to Special Needs and inclusive education

In the classroom, learners may have diverse needs. They learn in different ways depending on their interests, abilities, learning pace and needs they might have. However, a tutor has the responsibility to know how to adapt his/her methodologies and approaches in order to meet the learning needs of each student in the classroom. Also tutors need to understand that learners with special needs; have to be taught differently or need some accommodations to enhance the learning environment.

In order to create a well-rounded learning atmosphere, tutors need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities)
- Maintain an organized classroom and limit distractions. This will help learners with special needs to stay on track during lesson and follow instructions easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear and consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from

this strategy.

- Use multi-sensory teaching strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues. Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.
- **Strategy to help a learner with intellectual challenges and learning difficulties:**
 - Use simple words and sentences when giving instructions.
 - Use real objects that the learner can feel and handle; rather than just working abstractly with pen and paper.
 - Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult.
 - Gradually give the learner less help
 - Let the learner work in the same group with those without disability.
- **Strategy to help a learner with Visual Impairment:**
 - Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
 - Use simple, clear and consistent language.
 - Use tactile objects to help explain a concept.
 - Make sure the learner has a group of friends who are helpful and who allow the child to be as independent as possible.
 - Plan activities so that learners work in pairs or groups whenever possible
 - Use braille and other tactile materials. If a child has low vision, provide large print materials/ notes
 - Provide note in advance, if necessary soft copy of note to help the students who might need to use computer with appropriate software (JAWS for examples)
 - Arrange the classroom in way that facilitate the movement of learners with Visual Impairments.

- Ensure the learner with Visual Impairment is seated in a place where there is appropriate lightening.
- Always remember to ask students how you can help.
- **Strategies to help a learner with Hearing Impairment:**
 - Always get the learner's attention before you begin to speak.
 - Encourage the learner to look at your face.
 - Use gestures, body language and facial expressions.
 - Use pictur jects as much as possible
 - Keep background noise to a minimum.
- **Strategies to help learners with physical disabilities or mobility difficulties:**
 - Adapt activities so that learners who use wheelchairs or other mobility aids can participate.
 - Ask parents/caregivers to assist with adapting furniture e.g. The height of a table may need to be changed to make it easier for a learner to reach it or fit in it.
 - Encourage peer support but not over protection. Let the learner with Physical Disabilities do things on his or her way.
 - Get advice from parents or a health professional about assistive devices
 - Arrange the classroom to facilitate movement of learners with orthopedic impairments
 - Remember to always ask students how you can help them
- **Adaptation of assessment strategies**
 - Each unit in the tutor's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

1.2.4. Guidance on assessment

Assessment is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities. Assessment is an important part of teaching and learning. It is used to:

- Evaluate and improve teaching and learning
- Report achievement
- Provide feedback to students on their progress.

Types of Assessment

- **Assessment for learning (Continuous/ formative assessment):** Assessment for learning is often called formative assessment and is an assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your lessons to make student learning, and teaching more effective. Often it is informal and students can mark their own work or their friends. An example is a quick class quiz to see if students remember the important points of the previous lesson.
- **Assessment of learning (Summative assessment):** Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.
- **Assessing Special Needs and Inclusive Education units:** In the Special Needs and Inclusive Education syllabus, the key unit competences, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help teachers with the marking process and this ensures that assessment is consistent across schools.
- **When you set a task, make sure that:**
 - The requirements of the task are made as clear as possible to the student
 - The assessment criteria and performance standards or marking guides are provided to the student so that they know what it is that they have to do
 - Any sources or stimulus material used are clear and appropriate to the task
 - Instructions are clear and concise

- The language level is appropriate for the grade
- It does not contain gender, cultural, disability, or any other bias
- Materials and equipment needed are available to students and adapted to meet the needs of students with special needs
- Adequate time is allowed for completion of the tasks

Feedback:

When you assess the task, remember that feedback will help the student understand why he/she received the result and how to do better next time.

Feedback should be:

- Constructive so that students feel encouraged and motivated to improve
- Timely so that students can use it for subsequent learning
- Prompt so that students can remember what they did and thought at the time
- Focused on achievement and effort of the student
- Specific to the unit learning outcomes so that assessment is clearly linked to learning.

Feedback can be:

- **Informal or indirect** – such as verbal feedback in the classroom to the whole class, or person to person
- **Formal or direct** – in writing, such as checklists or written commentary to individual student either in written or verbal form
- **Formative** – given during the topic with the purpose of helping the student know how to improve for example use of portfolios as a tool of assessment during, after or at end of the lesson.
- **Summative** – given at the end of the unit with the purpose of letting the students know what they have achieved for example use of portfolios as a form of end of unit assessment

Tests

A test is a formal and structured assessment of student achievement and progress which the tutor administers to the class. Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities.

Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance. There are many different types of tests. Tests should be designed to find out what students know and about the development of thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

- **Principles of designing classroom tests**

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore;

- Students need to understand the purpose and value of the test
 - The test must assess intended outcomes
 - Clear directions must be given for each section of the test
 - The questions should vary from simple to complex
 - Marks should be awarded for each section
 - The question types (true/false, fill-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.
- **Tests should:**
 - Be easy to read (and have space between questions to facilitate reading and writing)
 - Reflect an appropriate reading level
 - Involve a variety of tasks
 - Make allowance for students with special needs
 - Give students some choice in the questions they select
 - Vary the levels of questions to include gathering, processing and applying information
 - Provide sufficient time for all students to finish.
 - **Tutor assessment**
 - Assessment is a continuous process. You should;
 - Always ask questions that are relevant to the outcomes and content
 - Use frequent formative tests or quizzes
 - Check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz
 - Constantly mark/check the students' written exercises, class tests,

homework activities

- Use appropriate assessment methods to assess the tasks.

- **Self-assessment and peer assessment**

Self and peer assessment helps students to understand more about how to learn. Students should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria.

- **Self and peer assessment:**

- Continues the learning cycle by making assessment part of learning
- Shows students their strengths and areas where they need to improve
- Engages students actively in the assessment process
- Enables students to be responsible for learning
- Helps students understand the assessment criteria and performance standards.

1.2.5 Students' learning styles and strategies to conduct teaching and learning process

How students learn:

- What I hear I forget.
- What I hear and see I remember a little.
- What I hear, see and discuss I begin to understand.
- What I hear, see, discuss and do, I acquire knowledge and skills.
- What I teach to another, I master. (Active Learning Credo statement by Silberman 1996)

In support of this are the findings that we remember:

- 20% of what we hear
- 40% of what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.

A student-centered approach to learning

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of those. All students learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn.

The selection of teaching method should be done with the greatest care and some of the factors to be considered are:

The uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional materials available; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

Teaching and learning strategies

In order to cater for different students' learning styles and to assist and encourage students to learn, teachers need to perform certain tasks. These are teaching strategies.

You need to engage students directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas

Teaching strategies include:

- Group work
- Skills lab
- Research/inquiry
- Class discussions/debates
- Problem-solving activities
- Teacher talk, instructions, explanations, lectures or reading aloud
- Directed question and answer sessions
- Audio-visual presentations
- Text books or worksheets
- Directed assignments
- Demonstration and modeling
- Guest speakers
- Classroom displays.

1.2.6 Teaching methods and techniques that promote the active learning

In active learning, teachers should consider different learning styles of students.

• What is Active learning?

Active learning is a pedagogical approach that engages students in doing

things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

- **The role of the teacher in active learning**

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

- **The role of learners in active learning**

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the

learning process. Below are those main part and their small steps:

1) Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2) Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities as explained below:

- **Discovery activity**

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).
- **Presentation of learners' productions**
 - In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
 - After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.
- **Exploitation of learner's productions**
 - The teacher asks the students to evaluate the productions : which ones are correct, incomplete or false

- Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which correct.

- **Institutionalization (summary/conclusion/ and examples)**
 - The teacher summarises the learned knowledge and gives examples which illustrate the learned content.

- **Exercises/Application activities**
 - Exercises of applying processes and products/objects related to learned unit/sub-unit
 - Exercises in real life contexts
 - Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3) Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment.

PART II: SAMPLE LESSON PLAN

Inclusive and Special Needs Education Sample Lesson Plan

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
1	13 /09/ 2019	Inclusive and Special Needs Education	Level 1	6	1 of 4	40 mins	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				2 students with physical disabilities 1 student with visual impairment 1 student with hearing impairment 1 student with learning difficulties			
Unit title		Roles and responsibilities of school's parents' organization (PTAs) in supporting and raising awareness in inclusion of learners with special 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 school.					
Title of the lesson		Roles and responsibilities of family members in supporting inclusive education					
Instructional Objective		<ul style="list-style-type: none"> • Explain the potentials, roles and responsibilities of family members in the education of learners with disabilities and other special needs in the school. • Identify tips of how to advocate and sensitize family members on inclusion of learners with special needs and disabilities. • Develop practical tips that are suitable for conducting awareness raising sessions on family members' involvement in inclusion of learners with SEN 					
Plan for this Class (location: in / outside)		Inside the classroom					

Learning Materials (for all learners)	Student's book, computer, projector, Manila, markers, Community involvement guide.
References	<ol style="list-style-type: none"> 1. National Institute of Statistics, <i>National Population and Housing census</i>, 2012 2. Rwanda Education Board, <i>Community involvement guide</i>, 2013. 3. Rwanda Education Board, <i>Toolkit for awareness raising on inclusive education</i>, 2018 4. Rwanda Education Board, <i>Rwanda National Parent-School Partnership Standards</i>, 2017.

PART III: UNIT DEVELOPMENT

UNIT 1:

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

1.1. Key Unit Competence

Explain and use correctly the key terms used in Inclusive and Special Needs Education

1.2. Prerequisite (knowledge, skills, attitudes and values)

The students learnt concept of disability and inclusive education in History S3. Review with students the terms learned and go in details add more new terms used in inclusive and special need education. During the lessons, create awareness in students by letting them know that the content in this unit will help them to gain knowledge and skills on basic key terms and concept used in inclusive education and appreciate the expressions of these terms.

1.3. Cross-cutting issues to be addressed

a) Inclusive Education

This unit require students to do researches using different sources including internet, books, and videos. Then they have to summarize what they have learned and be able to explain it in their own words. It may be challenging for students with special education needs especially those who are visually impaired, slow students, and those with fine motor problems caused by different impairment. However, the teacher can make some arrangements like:

- For visually impaired students provide large printings or videos. If necessary, use tactile objects to help explain concepts.
- For slow students group them with others without special needs and assigned roles basing on their abilities. If possible break a task down into small steps or learning objectives. A learner should start with an activity that s/he can do already before moving on to something that is more difficult.
- For those with fine motor problems, allow them to use computer when taking notes, and if possible answer orally in assessment in order to help them participate as much as possible.

b) Gender Education

Remind students that everyone in the classroom is welcome to share his/her idea irrespective of their gender. When forming groups make sure that boys and girls are mixed and that groups are leaded by both genre.

c) Peace and Value

Emphasize to students that everyone has the same right to education regardless if they have disability or not. Remind them to respect their fellows who have special needs by offering them the help they need and including them in all schools' activity without discrimination. Encourage students to do the advocacy for those with disability or special needs by raising awareness in the community on how to fight against stigmatizations, violence, and discrimination done to people with disabilities in their homes or society.

1.4. Guidance on introductory activity

This introductory activity helps you to engage students to brainstorm ideas on keys concepts used in inclusive education and special need education. This activity will help you to build on prior knowledge of students.

Teacher's activity

- Ask student to form a small group of 4
- Tell them to brainstorm ideas on concepts and terms used in inclusive education or special needs.
- Move around in order to give support when need be and help students with different problems
- Ask each group to present to the rest of the class their answers

The expected answers

Students might come up with some terms and concepts they always know used in inclusive education and special need. For example: Handicap, disability, inclusive education, special needs, etc.

1.5. List of lessons/sub-heading

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Definition of key concepts used in inclusive education and special need education	Define the terms: Assistive devices, child friendly school, individualized teaching strategies, itinerant 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	4
2	Differentiation of some key terms used in special needs and inclusive education	Differentiate terms that are used interchangeably : <ul style="list-style-type: none"> - Impairment, disability & handicap - Special Needs Education, and Special educational Needs. - Inclusive education, integrated education, mainstream education, ordinary education 	2
3	Assessment	-Explain different terms used in inclusive education and special need education. -Differentiate some terms used interchangeably in inclusive education and special need education.	2

Lesson 1:

Definition of key concepts used in inclusive education and special need education

a) Learning objective

Define the key terms used in special needs and inclusive education:

Assistive devices, child friendly school, individualized teaching strategies, itinerant 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.

b) Teaching resources

Student's book, training manual on inclusive education, internet, handouts on inclusive educational concepts, educational videos on inclusive education, Manila paper and markers.

c) Prerequisites/Revision/Introduction

This is the first and basic lesson in SEN program. Explain to student that it is very important to understand the key terms used in inclusive education and special need education because they will be using them throughout the whole program from year 1 to year 3. For revision, remind students that they have learned some of the concepts in S3 in the lesson called "disability and inclusive education".

c) Learning activities

Teacher's activity

- Write each concept on a flash card with a number
- Distribute the flash cards to students in their small groups
- Ask students to share their understanding on each concept and trying to give examples to each concept
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others
- On a given signal, ask groups to alternate to each concept.
- After all concepts have been covered, leads students to share their understanding of concepts in plenary.

Answers for students activities

Definition of different concepts and terms used in inclusive education and special need:

- Assistive devices,
- Child friendly school,
- Individualized teaching strategies,
- Itinerant 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.

For the explanation of the concepts and terms refer to student, unit 1, activity 1.1.

Answers for self-assessment 1.1

Expected answers are;

Students are expected to explain each concept using examples and in their own words. Thus, all answers are true but it is necessary to insist on examples given by students because those examples determine their level of understanding.

Lesson 2:

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

a) Learning objective

Differentiation of some terms used in inclusive education and special need:

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

b) Teaching resources

Student's book, training manual on inclusive education, internet, handouts on inclusive educational concepts, educational videos on inclusive education, Manila paper, markers

c) Prerequisites/Revision/Introduction

This is the second lesson of the first unit introduction to concepts and terms used in special needs and inclusive education. Students are going to learn the difference between some concepts that many people tend to conquer or use interchangeably in the domain of special need or inclusive.

d) Learning activities

Teacher's activity

- Write on the black board the first terms to be differentiated: Impairment, disability and handicap
- Ask students to explain each of the terms (ask students to respond loudly by asking one by one)
- After students' answer, distribute the case study of David to students in their small groups. For the case study refer to student's book activity 1.2.
- Ask students to read the case study, and then try to differentiate those terms using the case study.
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others
- After all groups finish the discussion, invite one group to share their response to the rest of the class. Guide the presentation by asking questions, and providing more explanation when needed.

- Ask to the rest of the class if there is any group that have a different answer. If yes give them time to present to the class their answer and guide as you did the first the presentation.
- The second terms to be differentiated are special needs education and special educational needs.
- Let students work first in their small groups, and then give them time for presentation.
- At the end, give to student a small hint on how they can differentiate easily those two terms. Tell them that they have to consider the last words: special educational need and special need education. The first term special educational need (SEN) refers to special needs that someone have. For example Down syndrome, autism, cerebral palsy, etc. while special need education (SNE) is the type of educational intervention that responds to the need of someone with SEN.
- For the third terms “inclusive education, integrated education, mainstream education” use the chart provided in student’s book, activity 1.2.
- Print that chart on flash cards and then distribute those flash cards to students in their groups.
- Ask students to analyse the chart by trying to differentiate those 3 terms.
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others.
- After groups’ discussion, invite students to start presentations. Guide this activity by asking questions and completing students when necessary.

Answer for activity 1.2.

The difference between:

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

For more details, refer to the student’s book, unit 1, activity 1.2.

Answers for self-assessment 1.2.

The expected answers for the self-assessment are in the student book

activity 1.2.

1.6. Summary of the unit

This unit focuses on the definition of key terms used in inclusive education and special needs. Students must know how to explain each of the terms in their own words. There is no summary to the definitions. However it is useful to let students use examples when explaining the terms.

Regarding the differentiation of some terms and concepts:

- The only difference between impairment, disability and handicap is that impairment is the actual condition, while a disability is the restriction of ability caused by the condition then handicap refers to the way impairment restricts a person's functioning.
- The difference between Special Educational Need and Special Need Education is that SEN is a need that someone has and SNE is an educational intervention/service that needs to be used when responding to the need of someone.
- For the last terms, inclusive, integration and mainstream, the differentiation refers to how someone with disability and special need is welcomed, considered, and supported throughout his/her learning process in the community in general or at school in particular.

1.7. Additional information

It is necessary to let students work in groups because it help them to learn from each other, and participate in the lesson. You have to provide different sources for students to do more research on other terms and concepts that are used in inclusive education and special need.

1.8. End of Unit 1 Assessment

1. For the definition of the following terms, please refer to unit 1, activity 1 in student's book: Assistive devices, child friendly school, individualized teaching strategies, itinerant educator, multidisciplinary team, SNE professional, habilitation/rehabilitation services, resource room, specialized person, support service/intervention, universal design for learning.

2. Difference between impairment, disability 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 pre - primary school and several different special reading programs have been tried since early in kindergarten."

- **Impairment:** While no brain injury or malformation has been identified, some impairment is presumed to exist in how Cindy's brain puts together visual and auditory information. The impairment may be inability to associate sounds with symbols, for example.
 - **Disability:** In Cindy's case, the inability to read is a disability. The disability can probably be improved by trying different teaching methods and using those that seem most effective with Cindy. If the impairment can be explained, it may be possible to dramatically improve the disability by using a method of teaching that does not require skills that are impaired (That is, if the difficulty involves learning sounds for letters, a sight-reading approach can improve her level of disability).
 - **Handicap:** Cindy already experiences a handicap as compared with other children in her class at school. Her condition will become more handicapping as she gets older if an effective approach is not found to improve her reading or to teach her to compensate for her reading difficulties. Even if the level of disability stays severe (that is, she never learns to read well), this will be less handicapping if she learns to tape lectures and "read" books on audiotapes.
3. This is an open ended question, and all answers are correct because it depends on the students' opinion on their school. However the key ideas to look for in students' responses are how they defend their position by giving convincing arguments that differentiate inclusive and integrated education.
 4. Based on the national Politics (Rwanda), schools should be inclusive because in an inclusive setting all children are part of their community where they develop a sense of belonging and become better prepared for life in the community and bale to contribute in the development of the county. It provides better opportunities for learning where everyone regardless her/his uniqueness is valued, taught and assess depending to his/ her ability and learning pace.
 5. The answer is No. Special Educational Need (SEN) is a non-ordinary need 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.

1.9. Additional activities

1.9.1. Remedial activities

1. **Complete the sentence with the right concept or term:** Assistive devices, child friendly school, individualized teaching strategies, itinerant educator, multidisciplinary team, SNE professional, habilitation/rehabilitation services, resource room, specialized person, support service/intervention, universal design for learning.

a. **Resource room:** is a room/ place in a school for supporting and teaching students 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.

b. **Special Need Education:** these are the personalized instructional approaches or methodologies that cater for the students with disabilities and related Special Educational Needs. They involve among others, Individual Education Plan (IEP) which involve designing individualized learning and teaching goals, support provisions and resources, structured teaching approaches using adjusted or/and functional curricular, etc.

c. **Assistive device:** these are equipment and materials used to facilitate/ aid the functionality of a person with disability. Examples: hearing devices, lenses, Perkins Braille, talking calculators, audio and video systems, white cane, wheel chairs, tricycles and special seats, adopted software like JAWS, interpreting technology, etc.

d. **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.

e. **Support services/intervention:** these are special services offered by professionals in support of mainstream teachers of students with disabilities and related educational needs; such as speech and language therapy, occupational therapists, sign language interpretation, counselling, etc.

2. Are the following statement true or false:

- a. The difference between Special Educational Need and Special Need Education is that SEN is an intervention used to support a learner with special needs while SNE is the need that someone have for example Down Syndrome, Autism, etc.

Answer: False

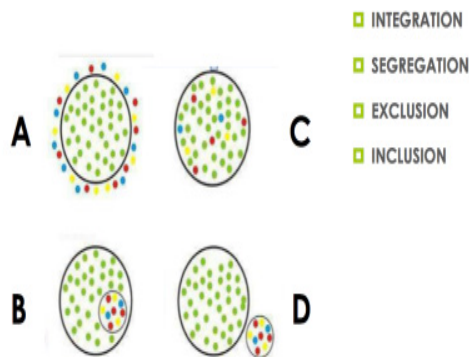
- b. In Rwanda we should adopt an integrated education because it is more practical in our overpopulated classrooms.

Answer: False. The national politics promote inclusive education because every person is unique, thus the teacher must differentiate the teaching methods and approaches in order to meet the needs of each learner in the classroom.

- c. Impairment and disability are almost means the same, the only difference is that impairment is the actual condition, while a disability is the restriction of ability caused by the condition.

Answer: True

1.9.2. Consolidation activities



Those 4 circles represent 4 settings: exclusion, segregation, integration and inclusion. Label each cycle and then explain each of them.

Answer:

- **Exclusion** occurs when students are indirectly prevented from or denied access to education in any form.
- **Integration** is a process of placing persons with disabilities in existing

mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.

- **Segregation** occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.
- **Inclusion** involves a process of systematic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences

1.9.3. Extended activities

1. Using examples, explain 5 terms from your choice used in inclusive education and special need

Answer: The learners choose terms and explain them using examples

UNIT 2:

TRENDS THAT MARKED INCLUSIVE AND SPECIAL NEEDS EDUCATION

2.1. Key Unit Competence

Identify and contextualize Inclusive Education in the current policy trends and pedagogical practices.

2.2. Prerequisite (knowledge, skills, attitudes and values)

The learner learnt about Inclusive Education in Senior Three in History. They have also learnt about International and National Human rights in History. They learnt about Special Needs and Inclusive Education but they did not go deeper to explore the history of Special Needs. They explored several international and National policies but the focus was not on international and National policies related to Special Needs and Inclusive Education. Review Inclusive and Special Needs Education history with more details and information. During the lessons, let the learners know that this unit will help them appreciate the effort of different people who contributed to the development of Special Needs and Inclusive Education. They will also know how Persons with Disabilities were treated overtime and therefore get to know how to treat every person with respect. Emphasise that this unit will equip students with knowledge and attitude to become social activists.

2.3. Cross-cutting issues to be addressed

a. Inclusive Education

This unit involves a lot of discussions and lecturing. This may not favour learners with learning difficulties, with Visual Impairment and Hearing Impairments. To facilitate these learners, teachers may use the following accommodations to help them participate actively:

- For learners with **Learning Difficulties**: Use simple words, use videos and images where necessary. Groups learners in small groups and help them discuss and present their work
- For learners with **Hearing Impairments**: Use sign language interpreter, and use images and videos with captions. You can also use a Power Point Presentation.
- For learners with **Visual Impairment**: Provide notes early enough and in appropriate format (Braille for blind and large print for learners with Low Vision). Speak loudly and face the learner as you speak to facilitate lip readers.

Remember to highlight the important message from each sub unit.

b. Gender Education

Let the learners know that anyone from the group irrespective of gender can present during the work presentation. Let them know that girls and boys can all be group leaders. Let them appreciate that among the pioneers of Special Needs and Inclusive Education were men and women.

c. Peace and Value

During the discussions, encourage the learners to respect each and every one opinion and arguments. Let them appreciate that learners with Special Needs can participate equally as their peers without special Needs.

2.4. Guidance on introductory activity

This introductory activity helps you to engage learners in the history of Special Needs and Inclusive Education and invite the learners to follow the next lessons.

Teacher's activity

- Ask students to read and discuss the questions
- Engage students in working collectively the activity.
- Help students with different problems.
- Ask any students to present their findings while others are following.

The expected answers for introductory activity

The expected answers are:

- Rwanda has policies and laws that support education of children with disabilities (ex: Special Needs and Inclusive Education policy, the constitution of Rwanda)
- Rwanda ratified the international treaties and conventions (ex: Rwanda has ratified the Conventional on the Right of Persons with Disabilities in 2008)

Special Schools

- Rwamagana school for the blind
- Educational Institute for the blind child Kibeho
- Blessings schools for the Blind
- Centre des Handicapes de Mugombwa

Inclusive

- GS Rose Mystica/ Kamonyi
- Ubumwe Community Centre/ Rubavu
- GS Bugema/ Gasabo
- GS Kanyinya/ Nyarugenge

The situation of persons with disabilities:

- The situation of Persons with Disabilities has improved over time. They are now enjoying basic rights including the right to education
- From Extermination to institutionalization, to segregation, to integration and finally to inclusion.

2.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Brief history of the development of Special Needs and Inclusive Education	<ul style="list-style-type: none">• Explain a brief history of the development of Special Needs and Inclusive Education	1
2	Pioneering contributors to the development of Special Education	<ul style="list-style-type: none">• Describe the role played by pioneers and stakeholders in Inclusive and Special Needs Education	1
3	Current trends in inclusive and Special Needs Education policies and practices	<ul style="list-style-type: none">• Describe current trends in inclusive and Special Needs Education policies and practices	2

Lesson 1: Brief history of the development of Special Needs and Inclusive Education

a) Learning objective

- Explain a brief history of the development of Special Needs and Inclusive Education

b) Teaching resources

Students' book, computer and projector

c) Prerequisites/Revision/Introduction

This is the first lesson of the second unit: **trends that marked inclusive and special needs education**. In this lesson you will be dealing with the history of the development of Special Needs and Inclusive Education. The first thing to do before starting teaching is to remind students that they have learnt about Disabilities and Inclusive Education in senior Three in History. Let them discuss on how they think persons with disabilities were treated overtime, with emphasis on children and their right to education.

d) Learning activities

Teacher' activities

- Groups students in small groups of 3 to 5 students. Remember to make a mix group of slow and fast learners)
- Provide the necessary materials (Manila paper, markers etc.)
- Move around in silence to monitor if they are working or having some problems
- Remember to assist those who are weak by providing some clues
- Invite the leader of each group to come and present the findings
- Ask other students to follow carefully the presentations
- Note on chalk board / Manila paper the student's ideas
- Engage students to summarize all ideas and draw conclusions

Answers for activity 2.1

- The case of Victor is an example of how all children are able to learn. He was able to learn some basic skills like dressing, eating etc.) despite being assessed as unable to learn

Four phases of development of Special Needs Education.

- Period of extermination and Neglect
- Period of institutionalization and isolation
- Period of segregation
- Period of integration
- Period of Inclusion

Answers for self-assessment 2.1

1. Advantages of integration

- 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.

2. Negative aspects about segregated education

- 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 world as they spend most of the time with others like themselves.

Lesson 2: Pioneering contributors to the development of Special Education

a) Learning objective:

- Describe the role played by pioneers and stakeholders in Inclusive and Special Needs Education

b) Teaching resources

Students' book, pictures, computer and projector

c) Prerequisites/Revision/Introduction:

This is the second lesson of the second unit trends that marked inclusive and special needs education. In this lesson you will be dealing with pioneering contributors to the development of Special Education. The first thing to do before starting teaching is to remind students that they have learnt other pioneering contributors to the liberation of Rwanda in History. Let them

discuss on what pioneers do and give example of who they know in different domain especially in Education.

d) Learning activities

Teacher' activities

- Ask students to work in pair and do activity 2.2 in student's book
- Provide the necessary materials (Manila paper, markers etc.)
- Move around in silence to monitor if they are working or having some problems
- Remember to assist those who are weak by providing some clues
- Ask every student to name one pioneer and her / his contribution to the development of Special Needs Education
- Note on chalk board / Manila paper the student's ideas
- Engage students to summarize all ideas and draw conclusions

Answers for activity 2.2

1. Louis Braille invented the braille system we are using today
2. Children learn best by using all senses (touch, sight hearing, smell and taste)
3.
 - Jacob Rodregues Pereine
 - Jean Marc Gaspard Itard
 - Louis Braille
 - Alfred Binet

Answers for self-assessment 2.2

1. Louis Braille invented braille system
2. Jacob Rodrigues Pereine introduced the idea that persons who are deaf could be taught to communicate. He developed an early form of Sign Language
3. Thomas Gallaudet taught children with Hearing Impairments to communicate through a system of manual signs symbols.

Lesson 3: Current trends in inclusive and Special Needs Education policies and practices

a) Learning objective

- Describe current trends in inclusive and Special Needs Education policies and practices

b) Teaching resources

Students' book, computer and projector

c) Prerequisites/Revision/Introduction

This is the third lesson of the second unit: trends that marked inclusive and special needs education. In this lesson you will be dealing with trends in inclusive and special needs education policies and practice. The first thing to do before starting teaching is to remind students that they have learnt about Disabilities and Inclusive Education in senior Three in History. Let them discuss on International and National policies and laws that support Inclusive Education.

d) Learning activities

Teacher' activities

- Groups students in small groups of 3 to 5 students. Remember to make a mix group of slow and fast learners)
- Provide the necessary materials (Manila paper, markers etc.)
- Move around in silence to monitor if they are working or having some problems
- Remember to assist those who are weak by providing some clues
- Invite the leader of each group to come and present the findings
- Ask other students to follow carefully the presentations
- Note on chalk board / Manila paper the student's ideas
- Engage students to summarize all ideas and draw conclusions

Answers for activity 2.3

1. Jomtien Declaration

- All children including those with Special Needs 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
2. The Incheon Declaration: The SGD goal number four recommits nations to work towards inclusive and equitable quality education and promote life-long learning opportunities for all. Children with Special Needs should be taken to schools and be given quality education.
 3. The emphasis of Salamanca statement was on Inclusive Education.

Answers for self-assessment 2.3

1. This is an open question. Emphasis on the following points:
 - Persons with Disabilities have been neglected and denied their rights. Policies and Laws should be adopted to ensure that persons with disabilities are enjoying their rights as their count parts
2. This is an open question. But take note of the following points
 - The MDG Goals were not achieved and the aspirations were carried forward to Sustainable Development Goals. The SDG has 17 goals. Goal 4 of the Sustainable Development Goals recommits nations to work towards inclusive and equitable quality education and promote life-long learning opportunities for all.

2.6. Summary of the unit

1. This unit is about trends that marked inclusive and special needs education. Students explored the history of the development of special needs, the pioneers that contributed to the development of special needs and finally international and National policies and laws that supported Special Needs and Inclusive Education.
2. The earliest documented attempts at providing a special education by a French Doctor; Jean Marc Gaspard Itard was explained. Itard and Seguin demonstrated that all children can learn
3. Four phases that marked how persons with disabilities were treated overtimes were discussed. These are: Period of extermination, period of institutionalization, period of segregation, period of integration and period of inclusion
4. Several pioneers who contributed to the development of special needs education were cited and we explained how their works influenced the development of Special Needs Education. These people include: Phillippe Pinel, Jacob Rodrigue Pereine, Jean Marc Gaspard, Alfred Binet, Maria Montesori etc.
5. International, regional, national laws and policies that support

inclusive Education were discussed. These laws and policies include: The Universal Declaration of Human Rights, The World Conference on Education for All (EFA) also referred to as the Jomtien Declaration, The Salamanca Statement on Inclusive Education, Dakar Framework of Action, The Convention of the Right of Persons with Disabilities, The Incheon Declaration, Regionally, article 17(1) of the African Charter on Human and Peoples Rights and The Constitution of the Republic of Rwanda of 2003 as amended in 2015.

2.7. Additional Information for teachers

- This unit is more about discussions and engagement. For successful learning, try to involve students as much as possible.
- Use computer and projector and display pictures of some of the pioneers Special Needs Education.
- Encourage students to use internet and other resources to learn more about the history of special Needs and pioneers of special needs.
- Make your lessons more inclusive (use multisensory teaching approach) and make sure that every learner despite their abilities and differences are learning.

2.8. End of unit assessment (Answers)

Discuss advantages and disadvantages of integrative education?

- Refer to students' book
1. Discuss the contributions of the following pioneers to the development of Special Needs Education
 - Phillippe Pinel
 - Jacob Rodrigue Pereine
 - Jean Marc Gaspard
 - Alfred Binet

Refer to students' book

2. What are the recommendations from the EFA conference?

Refers to students' book

3. Elaborate on the Salamanca statement?

- This is an open question. However, consider the following point: The emphasis of Salamanca statement was on Inclusive Education. Children with Special Needs should learn alongside with their peers

without disabilities in regular school.

2.9. Additional activities (Questions and answers)

2.9.1. Remedial activities

a. Who is considered the father of Special Needs Education and why?

Answer: Jean Marc- Gaspard Itard. Because of his attempt to educate a young boy called: Victor

b. What was the emphasis of Salamanca statement?

Answer: Inclusive Education

c. The education of learners with disabilities can be categorized into four phases. Name those phased

Answer: Phase of extermination, phase of institutionalization, phase of segregation, phase of integration and phase of inclusion

2.9.2. Consolidation activities

1. Explain the difference between inclusive education and integration

Answer: In an Inclusive Education, the system of education changes to meet the needs of learners with Special Needs. In integrated education, the system doesn't change. The learner must try to fit in the system.

2. The education of learners with disabilities can be categorized into four phases. Elaborate on those phased.

Answer: Phase of extermination, phase of institutionalization, phase of segregation, phase of integration and phase of inclusion. (See explanation in the students' textbook)

3. What was the contribution of Samuel Gridley Howe to the development of Special Needs Education? How can you relate his contribution to Rwanda?

Answer: He taught individuals with visual and hearing impairments. He founded the first residential facility for the blind in America. In Rwanda, Frere de la chartre found first schools for the blind. Les frere Saint Gabrielle founded the first school for learners with Hearing Impairment

2.9.3. Extended activities

1. Who developed the standardized developmental assessment scale? What was the original purpose of these test?

Answer: Alfred Binet. 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

2. Some people believe that learners with Special Needs will get a better education in special schools than in Inclusive schools. What would be their reasons?

Answer: Special schools may be positive in the sense that:

- Teachers handle fewer children
 - Learners in special schools may have greater access to expert like trained special needs teachers, therapists such as physiotherapists, occupational therapists, speech therapist and others
 - Most of special schools have modified environment such as cemented pavements, ramps and lowered toilets
 - Special schools may have specialized equipment and resources.
3. Apart from the constitution of the Republic of Rwanda, what other legal documents that you think are supporting education of children with special needs in Rwanda?

Answer:

- The Special Needs and Inclusive Education policy
- The Economic Development and Poverty Reduction Strategy (EDPRS, I & II)
- National Strategy for Transformation (NST) 1 priority Area 4
- Education Sector Strategic Plan (2013/4-2017/8)

UNIT 3:

LEGAL FRAMEWORKS AFFECTING INCLUSIVE EDUCATION

3.1. Key Unit Competence

Discuss and contextualize international, regional and national frameworks regarding inclusive and Special Needs education

3.2. Prerequisite (knowledge, skills, attitudes and values)

In History S3, students learned the national and international human rights instruments and the protection of human rights. The unit focused on the national human rights instruments, international human rights instruments, effectiveness of national and international human rights instruments, and ways in which human rights can be protected in the context of democracy. However, however, remind the students that in this unit they will be focusing on rights, declarations, convention and charters protecting the right of persons with disabilities. Emphasize to students that this unit will help them to analyse the implementation of different declarations, conventions, charters, policies protecting the right of people disability in Rwanda and then be able to propose possible solutions to address the challenges/ barriers to the inclusion of people with disabilities in society and in schools in particular.

3.3. Cross-cutting issues to be addressed

a. Inclusive Education

This units require students to do research by using different sources including reading book, magazines, novels, policies, consulting internet, watching educational videos, etc. Then they have to do some critical thinking by analysing and summarizing their findings. This activity demands a higher level of thinking which may be challenging for slow learners. It is recommended to group slow learners with others without special needs in order to give them opportunity to participate and express their ideas without feeling embarrassed. For students with total loss of vision it is important to provide Braille materials and audios. For those with low vision you have to provide large printings materials. Those with hearing impairments will be provided instructions using sign language.

b. Gender Education

Remind students that everyone in the classroom is welcome to share his/ her idea irrespective of their gender.

Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

c. Peace and Value

With this cross-cutting issue, learners will be able to have a better awareness on the respect of right of persons with disability, and how they can build a non-discriminatory environment where everyone can realize his/her full potential and contribute in their communities. This cross-cutting will also enable learners to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

3.4. Guidance on introductory activity

The introductory activity helps students to brainstorm ideas on different conventions, declarations, policies they might know regarding the right of people with disability or SEN

Teacher's activity

- Ask student to form a small group of 4
- Tell them to brainstorm their ideas and identify some convention, declarations, policies they might know regarding people with disability.
- Move around in order to give support when need be and help students with different problems
- Ask groups to present their findings to the rest of the class.

The expected answer:

- UNESCO Salamanca Statement and Framework for Action-1994
- Dakar Framework for Action-2000
- UNCRPD
- The constitution of the Republic of Rwanda of 2003
- Inclusive education policy

3.5. List of lessons/ sub-heading

#	Lesson Title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	International declarations and conventions regarding people with disability and SEN.	Identify the international declarations and conventions regarding people with disability	2
2	Regional declarations, decrees, charters regarding people with disability and SEN	Identify the regional declarations, decrees, charters regarding people with disability and SEN	1
3	National policies and legislations regarding people with SEN	Identify the national policies and legislations regarding people with SEN	2
4	End of Unit Assessment	<ul style="list-style-type: none">- Discuss the respect of people with disabilities in your community- Assess whether your school or other schools in your surroundings implement policies with regard to inclusive education.	1

Lesson 1:

Identify different international declarations and conventions regarding people with disability and SEN

a) Learning objective:

Identify the international declarations and conventions regarding people with disability

b) Teaching resources:

Books, novels, magazines, hand out, videos providing information on international declarations and conventions regarding people with disability and SEN. Remember to provide adapted materials for those with special educational needs, for example books with large print, audios, books in Braille for those with visual impairment, etc.).

c) Prerequisites/Revision/Introduction:

As revision ask learners to mention laws, declarations or conventions regarding the right of people with disability they might know.

d) Learning activity 3.1.

Teacher's activity:

- Group students in small group of 5
- Ask student to use different sources and identify international declarations and conventions regarding people with disability and SEN
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others
- After the discussion, ask groups to present their findings to the rest of the class
- Ask other students to follow carefully the presentations
- Note on chalk board / Manila paper the student's ideas.
- Complete the presentations, by giving more clarification and explanation
- Harmonize and conclude on the learned knowledge and engage students in making conclusion

Answers for activity 3.1.

International declarations and conventions regarding people with disability:

- Universal Declaration of Human Rights –1948
- UN Convention on the Rights of the Child-1989
- World Declaration for Education for All-1990
- Standard Rules on the Equalization of Opportunities for Persons with Disability-1993:
- UNESCO Salamanca Statement and Framework for Action-1994:
- Dakar Framework for Action-2000: Ensuring that all children have access to and complete free and compulsory primary education by 2015.
- Sustainable Development Goals

For more explanation, refer to student's book, unit 3, activity 3.1.

Answers for self-assessment 3.1:

This is an open ended question, which requires students to do a critical thinking and analyse the implementation of the international declarations and conventions in the society in general and specifically in schools. However, students should emphasize on the situation of people with disability and special need in their community (as regards to the respect of their rights) and the inclusion of learners with disability and special needs in schools.

For example, a student can lead his/her analysis, by focusing on:

- The situation of people with disability in the community (if they are discriminated, stigmatized, or if they are accepted by the community and treated equally).
- Another reflection can be related to whether children with disability regardless their levels of disability attend schools. Here a student can make some analysis on the situation of children with disability or SEN in their family (by focusing on families' attitudes to their children with disability or special needs). Then analyse the situation of children with disability or SEN at schools (the attitude of teachers and students, the teachers' ability to teach and respond to their needs, in regards to those with disabilities and special needs, abilities of teachers to respond to the needs of children with disabilities and special needs, the school's facilities that are accessible, etc).

Lesson 2:

Regional declarations, decrees, charters regarding people with disability and SEN

a) Learning objective

Identify regional declarations, decrees, charters regarding people with disability and SEN

b) Teaching resources

Books, novels, magazines, hand out, videos providing information on regional declarations, decrees, charters regarding people with disability and SEN. Remember to provide adapted materials for those with special educational needs for example books with large print, audios, books in Braille for those with visual impairment, etc.

c) Prerequisites/ Revision/Introduction

As revision, ask students to mention some of the international declarations regarding people with disability and special needs.

d) Learning activities 3.2.

Teacher's activity

- Group students in small group of 5
- Ask students to brainstorm their ideas regarding their understanding on regional declarations, decrees, charters regarding people with disability and SEN?
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others
- After the discussion, ask students to present their ideas to the rest of the class
- Guide the presentations, by encouraging students to follow carefully and asking questions
- Tick the correct findings and correct those ones which are incorrect and try again to complete those which are incomplete.
- Harmonize and conclude on the learned knowledge and still engage students in making that conclusion

Answers to activity 3.2.

Regional declarations, decrees, charters regarding people with disability and SEN:

- 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.
- The revised Kenya Constitution of 2010 prohibits discrimination in Article 27, Section 4, which states
- UN Convention of the Right of Person with Disability (UNCRPD)
- Law N° 12/2001 of 28 April 2001

For more explanation, refer to student's book, unit3, activity 3.2

Answers for self-assessment 3.2

Students identify the regional declarations, decrees, charters regarding people with disability or SEN and then make comments or summarize its contents. For example:

- East African Community Persons with Disability Act 2015,briefly this low states that people with disability should freely access quality education (primary, secondary and tertiary) and also be provided by

reasonable accommodations and support needed in their learning process.

- The revised Kenya Constitution of 2010 prohibits discrimination in Article 27, Section 4, briefly this law prohibits any direct or indirect discrimination against any person. Also, this law guarantees people with disabilities the same rights and opportunities as their non-disabled peers, including a free primary to education.

Lesson 3:

National policies and legislations regarding people with disability and SEN

a) Learning objective

Identify National policies and legislations regarding people with SEN

b) Teaching resources

Books, novels, magazines, hand out, policies regarding people with disability and SEN. Remember to provide adapted materials for those with special educational needs for example books with large print, audios, books in Braille for those with visual impairment, etc.

c) Prerequisites/ Revision/Introduction

For revision, ask students to identify some international or regional declarations they learned previously.

d) Learning activities 3.3

Teacher's activity

- Group students in small group of 5
- Ask students to brainstorm their ideas on national legislation and policies regarding people with disability and SEN?
- Move around and monitor the discussions of students, by helping those who have problems to follow along with others
- After the discussion, ask students to present their ideas to the rest of the class
- Guide the presentations, by encouraging students to follow carefully and asking questions
- Tick the correct findings and correct those ones which are incorrect and try again to complete those which are incomplete.

- Harmonize and conclude on the learned knowledge and still engage students in making that conclusion

Answers to activity 3.3

National policies and legislations regarding people with disability and SEN

- The constitution of the Republic of Rwanda of 2003 as amended in 2015
- Law n° 01/2007 of 20/01/2007 relating to protection of persons with disabilities
- Economic Development and Poverty Reduction Strategy 2(EDPRS2)
- National Strategy for Transformation (NST) 1 priority Area 4
- MINEDUC draft Policy and Strategic Plan on Special Needs and Inclusive Education (2018)
- Education Sector Strategic Plan (2013/4-2017/8)
- Education Sector Strategic Plan (ESSP) 2018/2019-2023/2024
- Competence based Curriculum framework-2015

For more details, refer to Unit3, activity 3.3 in student's book.

Answers for self-assessment 3.3:

The students identify National policies and legislations regarding people with disability and SEN.

- The constitution of the Republic of Rwanda of 2003 as amended in 2015
- Law n° 01/2007 of 20/01/2007 relating to protection of persons with disabilities
- Economic Development and Poverty Reduction Strategy 2 (EDPRS2)
- National Strategy for Transformation (NST) 1 priority Area 4
- MINEDUC Policy and Strategic Plan on Special Needs and Inclusive Education (2018)
- Education Sector Strategic Plan (2013/4-2017/8)
- Education Sector Strategic Plan (ESSP) 2018/2019-2023/2024
- Competence based Curriculum framework-2015

3.6. Summary of the unit

This unit focused on legal framework affecting inclusive education. Those legal frameworks are divided in 3 categories including:

- International declarations and conventions regarding people with disabilities and SEN
- Regional conventions, declarations, charters regarding people with disabilities and SEN
- National legislations and policies regarding people with disabilities

All these legal frameworks have a common point regarding the respect of the right of people with disabilities in different domain (education, health, economic, social, etc.).

3.7. Additional information for teachers

Encourage students to read the initial report of Rwanda on the implementation of the convention on the rights of persons with disabilities elaborated in 2015. This report shows clearly all solutions that Rwanda has put in place in order to implement the convention on the right of persons with disabilities, the challenges and way forward to remove the challenges.

3.8. End of Unit Assessment

The students will assess their school settings and practices and determine if it fit into the national, regional and international policy frameworks in regard to people with disabilities and other special educational needs. When identifying challenges or barriers and proposing solutions to remove those barriers, students should emphasize on the following points:

- Whether their school accept children with disabilities or special needs
- Attitudes of teachers, students, and school administrations in regards to children with disabilities or special needs
- School accessibility: Is the school accessible to children with disabilities (pathways, classrooms, toilettes, etc.)
- Teachers' experience in teaching learners with disability or special needs: Are the teachers skilled enough to cater the need of every learner in the classroom?
- Is the school able to provide reasonable accommodations to learners with disabilities and special needs
- Is the school have adapted materials for learners with disability or special needs

3.9. Additional activities

3.9.1. Remedial activities

1. Identify 3 declarations/conventions/ charter/ legislations, policies regarding people with disability or special need

Answer:

- 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
- 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.
- 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 marginalized areas or groups.

3.9.2. Consolidated activity

1. From your own choice, pick one declaration, decree or charter regarding the education of people with disabilities, and discuss its implementation in Rwanda. (The measures, or resolutions that the Rwandan government have adopted in order to implement that declaration).

Answers: For example a student may choose to discuss about the East African Community Persons with Disability Act 2015 and formulate his / her answer as follow:

“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. Reasonable accommodation of the individual’s requirement is provided, and that persons with disability receive the support required to facilitate their effective education.
- The habilitation and rehabilitation of Persons with Disabilities in

Rwanda are carried out both by institutional and private actors with emphasis on medical appliances. For example since 2012, World Vision and Handicap International developed a joint Wheel chair service provision program that distributed 973 wheelchairs. Other development partners have directly and via INGO partnerships provided support for the efforts of the country in activities related to the adaptation and re-adaptation of Persons with Disabilities through both financial support and capacity building.

- At the local level, district development plans include a social component for the empowerment of vulnerable groups, including persons with disabilities. There are limited funds held at district level for inclusion – these could sensibly be spent upon many varied such as an interpreter for sign languages in meetings, appliances for individuals, and support with fee waivers for poor families with Persons with Disabilities and are quickly exhausted. At the national level, the budget for the initiatives aimed at integrating vulnerable groups, including Persons with Disabilities for the period 2011-2016 is estimated at more than 179 Billion Rwandan Francs

3.9.3 Extended activity

1. After analysing the National policies and legislations regarding people with disability and SEN, identify some solutions the government of Rwanda have adopted in order to respect the right of people with disability in all aspects of life.

Answer:

- **Right to equality and non-discrimination:** Since 1994 Rwanda has made considerable progress in the promotion of the rights of Persons with Disabilities by formulating policies and program aimed at the involvement of Persons with Disabilities in the national development process. The National Development Plan has spoken consistently about the need for sector strategies to be inclusive of vulnerable groups, including Persons with Disabilities. In 2003, a National Policy on Disability was adopted.
- The government has since realized that these laws alone are not adequate and has created the National Council of Persons with Disabilities (NCPD) to advocate for Persons with Disabilities and monitor the implementation of the laws which protect them. Individuals seek intervention from NCPD staff where they feel they have been discriminated against.
- **Awareness-raising:** Mobilization and sensitization activities are coordinated at the national level by MINALOC, in partnership with

other public institutions and organizations of Persons with Disabilities.

- Numerous international awareness days are celebrated, principally the International Day of Persons with Disabilities ; World Mental Health Day; White Cane Day; International Day of Deaf Persons; International Day of Deaf/Blind Persons.
- **Personal mobility:** Rehabilitation services are provided in a number of specialist reference units producing mobility appliances where needed: these are the Rwandan Military Hospital, University Hospital Huye, Gihundwe District Hospital, Ruhengeri District Hospital, Kigali Central Hospital with other non-state providers in Mulindi Japan; Gatagara and Gikondo centres, and Gahini.
- **Education:**
 - 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
 - The Government of Rwanda has deliberately invested from 2008 in the University Of Rwanda College Of Education and five other public institutions allowing Students with Disabilities to progress to tertiary level education for the first time. There has been some adjustment of the teaching and learning environment to allow this, including the practice of accepting learners with various educational needs at lower pass marks and non-standardized marking of exam scripts. Currently one private university (Adventist University of Central Africa) admits learners with SEN under Government Scholarship.

UNIT 4:

MAIN PRINCIPLES OF INCLUSIVE EDUCATION

4.1. Key unit competence

Appraise and assess the implementation of the major principles guiding inclusive and special needs education in general, and particularly in schools.

4.2. Prerequisite (knowledge, skills, attitudes and values)

The learner learnt about Inclusive Education in Senior Three in History. They learnt about the impact of Inclusive Education and how to help learners with different abilities. They did not however go deeper to learn more about principles of Inclusive Education and how to make schools and classrooms more inclusive. Review Inclusive Education with more details and information. During the lessons, let the learners know that this unit will equip them with knowledge and skills to assess how schools are adhering to the principles of Inclusive Education in schools. They will learn more about the benefits of Inclusive Education and the barriers to Inclusive Education.

4.3. Cross-cutting issues to be addressed

a. Inclusive Education

This unit involves a lot of discussions and lecturing. This may not favour learners with learning difficulties, with Visual Impairment, Hearing Impairments and Physical Disabilities (Ex: Cerebral Palsy). To facilitate these learners, teachers may use the following accommodations to help them participate actively:

- For learners with **Learning Difficulties**: Use simple words, use videos and images where necessary, break down the content into smaller steps. Groups learners in small groups and help them discuss and present their work
- For learners with **Hearing Impairments**: Use sign language interpreter, and use images and videos with captions. You may also use a Power Point Presentation. To visually illustrate the content.
- For learners with **Visual Impairment**: Provide notes early enough and in appropriate format (Braille for blind and large print for learners with Low Vision). Speak loudly and face the learner as you speak to facilitate lip readers. Remember to highlight the important message from each sub unit.
- For learners with **Physical Disabilities**: Let them answer short questions and provide alternative ways of answering oral questions.

(e.g.: Give them option to provide their answers in written form rather than oral). Arrange the classroom in a way that facilitate their movement as they are moving to join groups or as they move to give their presentations

b. Gender Education

Let the learners know that anyone from the group irrespective of gender can present during the work presentation. Let them know that girls and boys can all be group leaders

c. Peace and Value

During the discussions, encourage the learners to respect each and every one opinions and arguments. Let them appreciate that learners with Special Needs can participate equally as their peers without Special Needs.

4.4. Guidance on introductory activity

This introductory activity helps you to engage learners in the general principles of Inclusive Education.

Teacher's activity

- Ask students to read and discuss the questions.
- Let the students discuss their findings in the groups.
- Ask any students to present their findings while others are following
- Help students with different problems.

The expected answers

Check whether the students elaborated their answers focusing on the following points:

- Physical Accessibility of school (availability of ramps, lifts)
- Informational and Communication accessibility within the school (availability of signs and symbols to guide students and other visitors with Hearing Impairments)
- Competence and attitudes of teachers (Teachers who have training in SNE, support to learners with Special Needs)
- Curriculum (differentiated and flexible curriculum)
- Teaching/ learning materials (The availability of adapted teaching/ learning materials, availability of assistive devices)
- Schools leaders 'practices (Including inclusive education in schools' strategic plan and action plan)

- Community and parents' involvement

4.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	The general principles of Inclusive Education	Explain general principles guiding Inclusive Education	1
2	Characteristics of inclusive classroom	Describe characteristics of an inclusive classroom	1
3	Qualities and practices of inclusive school	Explain qualities and practices of inclusive school	1
	Barriers to Inclusive Education and how they can be overcome	Discuss barriers to Inclusive Education and how they can be overcome	1

Lesson 1: The general principles of Inclusive Education

a) Learning objective

- Explain general principles guiding Inclusive Education

b) Teaching resources

- Students' book, Manilla, markers, computer and projector

c) Prerequisites/ revision/ introduction

- This is the first lesson of the fourth unit "Principles of Inclusive Education". In this lesson you will learn the general principal guiding Inclusive Education. The first thing to do before starting teaching is to remind students that they have learnt Inclusive Education in senior three. Let them discuss about inclusive Education and how they understand it.

d) Learning activities

Teacher's activity

- Ask students to individually respond to the first question
- Groups students in small groups of between three to five students. Remember to mix groups with slow and fast learners.
- Provide the necessary and appropriate materials
- Move around to see whether they are all participating equally
- Assist those with difficulties by providing some clues but not answers
- Ask any students from the group, to come and present the findings to

the rest of the class

- Engage other students to ask questions or to provide support to the presenter.

Activity 4.1.

Expected answers:

1. The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have.
2. Our school adhere to the principles of Inclusive Education:
 - Our school responding to learners' needs
 - In our school, all students participate actively in all aspects of school life
 - In our school, teachers have positive attitude towards students with disabilities
 - Teachers in our school are trained in Special Needs and Inclusive Education
 - Our school leaders include Inclusive Education in school's plans
 - Students with Special Needs are given support services to facilitate their learning (counselling services, assessment services)

Answers for self-assessment 4.1

1. Children with Special Education Needs and Disabilities will require interdisciplinary services to be successful in learning. Name at least four of the services and who should provide those services?
 - Medical services done by health professionals like physiotherapists, occupational therapists, audiologist and medical doctors)
 - Social services done by social workers
 - Guidance and counselling services done by counsellors
 - Transportation services
2. Explain the general principles of Inclusive Education?
 - Responding to learners' needs
 - Active participation of learners
 - Positive teacher's attitudes
 - Effective teacher skills

- Visionary school leadership
- Coherent interdisciplinary services

Refers to the student' book for explanations

Lesson 2: Characteristics of inclusive classroom

a) Learning objective

- Describe characteristics of an inclusive classroom

b) Teaching resources

- Students' book, Manilla, markers, computer and projector

c) Prerequisites/ revision/ introduction

- This is the second lesson of the fourth unit" Principles of Inclusive Education". In this lesson you will learn the characteristics of inclusive classroom. Remind the students the general principles of inclusive education with emphasis on the fundamental principle of inclusive Education. Let them conceptualize how an inclusive classroom should look like.

d) Learning activities

Teacher's activity:

- Group students in small groups of between three to five students. Remember to mix groups with slow and fast learners.
- Provide the necessary and appropriate materials
- Move around to see whether they are all participating equally in groups
- Assist those with difficulties by providing some clues but not answers
- Ask any students from the group, to come and present the findings to the rest of the class
- Engage other students to ask questions or provide support to the presenter.

Activity 4.2:

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

Expected answers:

As we all know, 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.

Answer for self-assessment 4.2:

1. Taking into considerations all characteristics of inclusive classroom, assess how inclusive is your classroom and discuss findings with your class mates
 - Classroom environment
 - Seating arrangement
 - Teacher/ Learner relationships
 - Discipline
 - Teaching methodology

Refers to student's book for more details

Lesson 3: Qualities and practices of inclusive school**a) Learning objective**

- Explain qualities and practices of inclusive school

b) Teaching materials

- Students' book, Manilla and markers

c) Prerequisites/ revision/ introduction

- This is the third lesson of the fourth unit "Principles of Inclusive Education". In this lesson you will learn the qualities and practices of Inclusive school. Remind the students about the general principles of inclusive education and the characteristics of an inclusive classroom. Help them to relate the characteristics of an inclusive classroom to the possible qualities of inclusive school.

d) Learning activities**Teacher's activity:**

- Ask learners to work in pairs and write answers in their books

- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the pairs to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Activity 4.3

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?

Expected answer:

This is an open question. However, take note of the following points:

- Physical accessibility of the school (Availability of ramps, lifts and removal of any obstacles around the school)
- Information and communication accessibility (Sign language alphabets and other signs and symbols to educate people)
- Teachers with positive attitude towards students with Special Needs
- Availability of adapted instructional materials and other assistive devices
- Parental and community involvement
- School practices supporting Inclusive Education (Inclusive Education clubs, budget for Inclusive Education, continuous professional training of teachers etc.)
- Support to students with disabilities (Referral and medical support, guidance and counselling support, transportation services)

Answer for self-assessment 4.3:

1. Which of the following statements describe best 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.

Lesson 4: Barriers to Inclusive Education and how they can be overcome

a) Learning objective

- Discuss barriers to Inclusive Education and how they can be overcome

b) Teaching materials

- Students' book, Manilla and markers

c) Prerequisites/ revision/ introduction

- This is the fourth lesson of the fourth unit "Principles of Inclusive Education". In this lesson you will learn the barriers to Inclusive Education and how to overcome those barriers. Remind the students about the qualities and practices of an inclusive school. Let them discuss again about those qualities and help them relate them with possible barriers to Inclusive Education.

d) Learning activities

Teacher's activity

- Make groups of between three to five groups
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the representative of the group to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas

- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Activity 4.4:

You have already learnt what Inclusive Education is and its principles, qualities and characteristics. Now, what do you think could hinder the successful implementation of Inclusive Education?

Expected answer:

Take note of the following points:

- Negative attitude towards persons with disabilities and other Special Educational Needs
- Low expectations of teachers from learners with Special Needs
- Rigid and inflexible curricula
- Inappropriate teaching approaches
- Insufficient human and materials resources
- Lack of community involvement

Answers for self-assessment 4.4:

1. In groups, discuss at least three barriers to inclusive education and propose ways to overcome those barriers

Expected answer:

- Negative attitude towards learners with Special Needs
- Low expectations of teachers from learners with Special Needs
- Insufficient human and materials resources
- Inappropriate teaching approaches

1. How can you as a member of the community assist a learner with mobility difficulties to access the local school?

Expected answer:

- 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.

4.6. Summary of the unit

- In this unit, we discussed about Inclusive Education. We explored the principles of inclusive education, the characteristics of inclusive classroom, the qualities and practices of an inclusive school and finally we learnt about barriers that hindering the successfully implementation of inclusive education and how to overcome those barriers.
- The general principles guiding inclusive education were discussed and these include: Responding to learners' needs, active participation of learners, Positive teacher's attitudes, effective teacher skills, visionary school leadership and coherent interdisciplinary services.
- Characteristics of an inclusive classroom were also explained. These are rich classroom environment, appropriate seating arrangement, a friendly teacher/ learner relationship, discipline and appropriate teaching methodology.
- Qualities and practices that make schools inclusive were elaborated and these include: School accessibility, qualified and competent teachers, and availability of teaching / learning materials, parents and community involvement, support services to learners with special Needs.
- The last lesson of this unit dealt with the barriers to inclusive education and how to overcome those barriers. Barriers related to negative attitude, curriculum, teaching methodology, community involvement were explained and ways to overcome those barriers were also discussed.

4.7. Additional information for teachers

This unit may require field visits and observations. Students may be required to visit a school and observe some aspects of inclusive education. They may also be asked to visit some schools and assess how schools are adhering to the general principles of inclusive education.

4.8. End of Unit Assessment

1. Explain briefly the principles guiding inclusive education?

Expected answer:

- The following are principles guiding inclusive education:
 - Responding to learners’ needs
 - Active participation of learners
 - Positive teacher’s attitudes
 - Effective teacher skills
 - Visionary school leadership
 - Coherent interdisciplinary services

Refers to the student’ book for explanations

2. Elaborate on the following characteristics of inclusive classroom

- Teacher/ learner relationship
- Teaching methodology

Expected answer:

Teacher/learner relationship

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.

Teaching methodology

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

1. Discuss how insufficient teaching and learning materials affect inclusive Education of learners with Special Needs?

Expected answer:

- 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.

4.9. Additional activities

4.9.1. Remedial activities

1. Name two principles of inclusive education
2. What are the barriers to inclusive education?
3. Name three practices that characterise inclusive school?
4. Explain two strategies you could use to overcome negative community of teachers towards education of learners with Special Needs?

Expected answers:

1.
 - Responding to learners' needs
 - Active participation of learners
2.
 - Negative attitude towards persons with disabilities and other Special Educational Needs
 - Low expectations of teachers from learners with Special Needs
 - Rigid and inflexible curricula
 - Inappropriate teaching approaches
 - Insufficient human and materials resources
 - Lack of community involvement
3.
 - Have budget for inclusive education
 - Organize regular in service trainings in inclusive education
4.
 - Promoting cultural activities such as drama, poems and songs to teach the community about the issues of special needs education
 - Creating awareness about the nature, causes, prevention and intervention of conditions that create special needs

4.9.2. Consolidated activity

1. With your colleagues, discuss how you can change negative attitude of teachers towards inclusive education of learners with Special Needs?
2. Explain how seating arrangement can influence learning of students with special needs?
3. What do you understand by the term "school accessibility"?

Expected answers:

1.
 - Organize trainings to improve the level of competence of teachers. Train teachers in inclusive teaching methodologies, types and causes of disabilities.
 - Change negative attitude of teachers towards learners with special needs by showing learners with special needs who are academically successful.
2.
 - Teachers should be able to arrange classroom in way that facilitate optimal learning for all. Grouping students with disabilities or SEN with others 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 player.
3.
 - Physical accessibility (availability of ramps or lifts and removal of any other obstacles around the school)
 - Information and communication accessibility (Use of signs and symbols, provide notes in accessible formats)

3.9.3 Extended activity

1. What would be your advice to parents with children with Special Needs as far as education is concerned?
2. Teachers should have high expectations from learners with special needs. With clear examples, explain the validity of this statement.

Expected answers:

- The first question is open, however, take note on the following points:
 - Parents should treat children with disabilities as they treat children without disabilities
 - Parents should have high expectations from children with disabilities. This will lead to high self-esteem and boost their confidence.
 - Parents should not overprotect children with special needs.
- The second question is also open, take note however on the following points:
 - High expectations of teachers from learners with special needs boost

self-esteem of learners and their confidence. This will in the long run affect the academic achievement of learners with special needs

- When teachers have high expectations from children with special needs, they give them enough time; they don't give them exercises that are too simple. Children with special needs feel encouraged and sense of belonging.

UNIT 5:

MAIN MODELS OF INCLUSION OF LEARNERS WITH DISABILITIES AND OTHER SPECIAL EDUCATIONAL NEEDS

5.1. Key unit competence

Apply models and perspectives of inclusive and other special needs education

5.2. Prerequisite (knowledge, skills, attitudes and values)

In the first unit of this course (SNE), students have learned key concepts and terms used in inclusive education and special need. Some of the terms learned are inclusive education, child friendly school and Universal Design of learning (UDL). Tell the students that in this unit they will be focusing on model of inclusive education which includes child friendly school, Universal Design of Learning, and Disability Creation Process Model. Emphasize to students that unit will help them to develop a deep understanding on the implementation of full model of inclusive education in schools.

5.3. Cross-cutting issues to be addressed

a. Inclusive Education

This unit requires students to do research by using different sources including reading books, magazines, novels, policies, consulting internet, watching educational videos, etc. They also have to think critically as they analyze and summarize their findings. This activity demands a higher level of thinking which may be challenging for slow learners. It is recommended to group slow learners with others without special needs in order to give them extra support and an opportunity to participate and express their ideas without feeling embarrassed. For students with total loss of vision it is important to provide Braille materials and audios. For those with low vision you have to provide large print materials. Those with hearing impairments, instructions will be provided using sign language.

b. Gender Education

Remind students that everyone in the classroom is welcome to share his/her idea irrespective of their gender. Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

c. Peace and Value

With this cross-cutting issue, learners will be able to have a better awareness on the respect of right of persons with disability, by giving equal opportunities to all learners in the classroom. They will acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

5.4. Guidance on introductory activity

The introductory activity will help student to reflect on the terms they have learned previously. It will help them to make connection between the first unit and what they are going to learn in this unit. It is imperative that they understand what inclusive education is before they embark on the principles of UDL and other models of inclusive education.

Teacher’s activity:

- Ask student to form a small group of five.
- Tell them to brainstorm ideas on the questions asked
- Move around in order to give support when need be and help students with different problems
- Ask groups to present their findings to the rest of the class.

The expected answers:

The characteristics of inclusive classroom. On this question, students give answers depending on their level of understanding. Also refer to the unit four on “Characteristics of Inclusive Classroom”. For example, students may say that an inclusive classroom is a class where:

- All students are welcomed regardless of their type or severity of disabilities
- Students with varying characteristics and abilities participate actively in all educational experiences while pursuing individually appropriate learning outcomes with necessary supports and accommodations.
- Every student is thought depending to his/her ability, learning pace and needs.
- Teacher apply different teaching and learning approaches that differentiate the curriculum.

5.5. List of lessons

#	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
1	Child Friendly School model	Explain an inclusive, learning-friendly environment, and its benefits to individuals and the society at large Determine ways in which school/ environment can be inclusive and learning-friendly	2
2	Universal Design for Learning (UDL)	Explain the principles of Universal Design of Learning (UDL)	2
3	Disability Creation Process Model	Explain the disability creation process model	2
4	End of unit assessment	Do you think Aline's School is a child friendly school? Explain the principles of Universal Design of Learning (UDL) Explain the disability creation process model	1

Lesson 1: Child Friendly School

a) Learning objective:

- Explain an inclusive, learning-friendly environment, and its benefits to individuals and the society at large
- Determine ways in which school/environment can be inclusive and learning-friendly

b) Teaching resources:

- Students' books, novels, magazines, hand out, videos and pictures providing information on how a child friendly school/ environment should look like. Remember to provide adapted materials for those with special educational needs, for example books with large print, audio, books in Braille for those with visual impairment, etc.).

c) Prerequisites/Revision/Introduction:

- In unit 1 students learned the definition of child friendly school/ environment. As revision ask students to define a child friendly school. Moreover, they learnt about characteristics of an inclusive classroom, remind them those characteristics.

d) Learning activities

Teacher's activity

- Ask students to work in a group of 4 and do activity 5.1 in student's book.
- Provide the necessary materials to the learners.
- Move around in silence to monitor if they are having some problems, sharing ideas in groups
- Assist those who are weak but without giving them the knowledge.
- Invite any of the three pairs to present their findings to the rest of students
- Ask other students to follow carefully the presentations
- Note on chalk board / Manila paper the student's ideas.
- Tick the correct findings and correct those ones which are incorrect and try again to complete those which are incomplete

Answers for activity 5.1

1. What is a child friendly school?

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.

2. Principles of child friendly school/ environment

- This school is child-seeking
- School is child-cantered
- The school is inclusive
- The school is effective for gaining knowledge

- The school is healthy and protects the students
 - The institution is gender-sensitive
 - The school is involved with the kids, their families, and communities
3. Benefits of inclusive, learning-friendly schools/ environment
- Benefits for teachers
 - Benefits for parents
 - Benefits for communities
 - Learning from experience of including learners with disabilities
 - Everyone is sharing the happiness of success

For more details, refer to student's book, Unit 5

Answers for self- assessment 5.1.

Students are free to choose any school in their surroundings, then discuss whether it is a child friendly environment. In their discussion, students should reflect on the principles of child friendly school/environment and its benefits to the community, families and the school itself.

Lesson 2. Universal Design for Learning (UDL)

a) Learning objective:

Explain the principles of Universal Design for Learning (UDL)

b) Teaching resources:

Students 'Books, novels, magazines, hand out, videos and pictures providing information on principles of Universal Design of Learning. Remember to provide adapted materials for those with special educational needs, for example books with large print, audio, books in Braille for those with visual impairment, etc.

c) Prerequisites/Revision/Introduction:

In unit 1 students learned the definition of UDL. As revision ask students to define Universal Design for Learning.

d) Learning activities

Teacher's activity

- Ask students to work in a group of 4 and do activity 5.2 in student's book.
- Provide the necessary materials to the learners.

- Move around in silence to monitor if they are having some problems, sharing ideas in groups
- Assist those who are weak but without giving them the knowledge.
- Invite any of the three pairs to present their findings to the rest of students
- Ask other students to follow carefully the presentations
- Note on chalk board / Manila paper the student's ideas.
- Tick the correct findings and correct those ones which are incorrect and try again to complete those which are incomplete

Answers for activity 5.2

1. The origin of UDL

The origin of the term Universal Design for Learning (UDL) is generally attributed to David Rose, Anne Meyer, and colleagues at the Centre 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.

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 back-ground. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach all students including those with diverse needs.

3. Principles of Universal Design for Learning

For more explanation, check student's book, unit 5, activity 5.2

Answer for Self-assessment 5.2.

All answers on this question are correct. Student will refer to the example provided, and then give recommendations with examples on how their school should implement UDL principles. Students should emphasize on the 3 principles of UDL.

The examples provided illustrate how students can formulate their answer. The main purpose here, is to check if the students considered three principles of UDL when formulating the recommendations.

Recommendation 1: Teachers should present information and content in different ways by giving learners various ways of acquiring information and knowledge. This recommendation is formulated based on the first principle of UDL “Multiple means of representation”. On the example provided, the first column present multiple ways for learners to acquire new skills, information or knowledge. For example, some students learn best when they visualize what they are learning by using pictures, images, graphs, videos, etc. others are auditory learners because they like to use sound, audio, music, etc. Thus it is necessary to:

- 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 in order to present, illustrate, and reinforce new content, use materials such as online resources, videos, podcasts, PowerPoint presentations, manipulative, and e-books.
- Provide cognitive supports by giving students clues; present information by using pictures, artefacts, 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 power point slides.
- Use a variety of learning styles by giving instructions both orally and in writing to engage students auditory and visually. Consider using large visual aids for slides, graphics, and charts.

Recommendation 2: The teacher should provide learners alternatives for demonstrating what they know (assessment). This recommendation is formulated based on the second principle of UDL which is to differentiate the ways that students can express what they know. Based on the example provided, the second column shows different ways a learner can express his/her ideas, for example by writing, drawing, by using assistive technology, etc. Therefore, the teacher should 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.

Recommendation 3: The teacher should provide multiple means of engagement to tap into learners ‘interests, challenge them appropriately, and motivate them to learn. Based on the example provided, the last column shows how to engage students in their learning process by providing clues

for routines, providing them choices, help them to learn through interactive games, etc.

Lesson 3: Disability Creation Process Model

a) Learning objective:

Explain the disability creation process model

b) Teaching resources:

Students (Books, novels, magazines, hand out, videos and pictures providing information on disability creation process model. Remember to provide adapted materials for those with special educational needs, for example books with large print, audio, books in Braille for those with visual impairment or computer with software that help learners with Visual Impairments etc.).

c) Prerequisites/Revision/Introduction:

In unit 1 students learned the definition of disability, impairment and handicap. It is important for the students to remember how to differentiate those terms, because they are very key in this lesson. In your revision ask students to differentiate disability, impairment and handicap.

d) Learning activities

Teacher's activity

- Ask students to work in a group of 4 and do activity 5.3 in student's book.
- Provide the necessary materials to the learners.
- Move around in silence to monitor if they are having some problems, sharing ideas in groups
- Assist those who are weak but without giving them the knowledge.
- Invite any of the three pairs to present their findings to the rest of students
- Ask other students to follow carefully the presentations
- Note on chalk board / Manila paper the student's ideas.
- Tick the correct findings and correct those ones which are incorrect and try again to complete those which are incomplete

Answers for activity 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. 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.

2. Specific dimension of DCP

- Personal Factors
- Environmental Factors
- Life Habit
- Risk and Protection Factors

For more details, please refer to student's book, Unit5 activity 5.3

Answers for self-assessment 5.3.

1. 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. 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.

2. Specific dimension of DCP:

- Personal Factors
- Environmental Factors
- Life Habit
- Risk and Protection Factors

5.6. Summary of the unit

This unit talked about the main models of inclusion of learners with disabilities and other SEN. Those models are child friendly school, UDL (Universal Design of Learning) and DCP (Disability Creation Process).

The child friendly school provides to all children an environment that is safe, secure, caring and stimulating. It enhances the development and education of children through play. It also encourages children to develop self-confidence and self-esteem and to feel valued as an individual.

Universal Design for learning is a way of thinking about teaching and learning that gives all students equal opportunity to learn. It means that a teacher designs learning experiences in flexible ways to meet the needs of individual learners. When taking a UDL approach, teachers prepare the learning environment with flexible means, methods, and materials that will allow them to better meet the needs of every student.

Disability Creation Process 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, par 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.

5.7. Additional information for teachers

It is very important to remind students that in order to differentiate the curriculum it is very essential to apply the 3 principles of UDL in the classroom. Therefore, letting students differentiate traditional education from UDL practices is very important as in inclusive setting is.

The Difference between Universal Design for Learning (UDL) and traditional education

#	In the traditional classroom	In the UDL classroom
1	<p>The primary focus is on teaching the subject matter students need to learn. Lessons are designed and taught with a “typical” student in mind. That often means the teacher will present the material in one way for the entire class.</p>	<p>The primary focus is on finding ways to teach the material to the many types of learners in a classroom. Teachers plan lessons to address a wide range of needs and strengths. There’s no “typical” student.</p> <p>The teacher will present the material in a variety of ways. A lesson on the Civil War might include a traditional lecture. But there might also be a video for students to watch or an online class forum for discussion. There might even be a board game that students play to understand the history of the war.</p>
2	<p>The teacher decides how the material is taught:</p> <p>The teacher teaches in one way for the whole class, and all students are expected to learn in that way</p>	<p>The teacher works with the student to decide how the student will learn the material:</p> <p>Teachers and students work together to set individual learning goals. Each student gets to make choices about how to accomplish personal goals. The aim is to have the student understand how she learns and become an “expert learner.”</p>
3	<p>The classroom has a fixed setup:</p> <p>It looks like a traditional classroom desks lined up in rows or grouped in pods. The teacher stands in front and teaches to the whole class at once.</p>	<p>The classroom has a flexible setup:</p> <p>The room is laid out with different spaces for different kinds of work quiet, individual work, small and large group work, and group instruction. Teaching is flexible, depending on the lesson and student needs. The teacher moves around from space to space, helping students as they work.</p>

4	<p>There's one way for a student to complete an assignment:</p> <p>There's usually only one way for a student to show what he knows. For instance, a book report might be assigned only as a written essay.</p>	<p>There are multiple ways to complete an assignment:</p> <p>There are many options for students to show what they know, because students have different strengths in how they express themselves.</p> <p>For example, students can choose the format for their book report, such as a video, slideshow presentation or essay.</p>
5	<p>Grades are used to measure performance:</p> <p>Students get periodic feedback on how they're doing through tests, quizzes, projects and assignments. But grades typically aren't used as part of an ongoing discussion about goals and learning.</p>	<p>Grades are used to reinforce goals:</p> <p>Students get continuous feedback on how they are doing. They're encouraged to reflect on their learning and whether they met lesson goals. Grades feed into that discussion.</p>

5.8. End of Unit Assessment

1. No, because Aline's teacher doesn't have qualities of an inclusive teacher. For her, Aline is incapable of learning because she can't read. She prefers to ignore her presence in the classroom instead of adapting her teaching methods and approaches to meet the needs of Aline.

The teacher thinks that Aline is a clown and would prefer her not to be in class because she interferes with other children. This attitude from the teacher is considered negative and discriminatory.

2. Recommendations to the teacher in order to respond to the need of Aline and include her in the classroom activities:
 - One of Aline's strengths is her sense of humour, very active, lovely and very animated. For the teacher to gain Aline's attention, he/ she must use materials in a way that suit Aline's abilities and interests. For example, if Aline like to watch video, provide instructional videos that will help her to improve her reading skills and express herself.

- The teacher should provide multiple means of expression in order to provide Aline alternatives for demonstrating what she knows. For example, if Aline likes picture or drawings, the teacher should make very clear and concrete the questions by using concrete materials, drawings, picture, etc.
- The last recommendation relate to how the teacher should motivate Aline and sustain her interest and attention in classroom. Because Aline likes to play it could be helpful to use interactive games and in that way all students can benefit too because children learn best through plays.

3. 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. 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.

4. Two dimension of DCP:

- 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.
- 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.

5.9. Additional activities

5.9.1. Remedial activities

1. Match the following statements from A section to B section.

A	B
1.UDL (Universal Design of Learning)	1. It 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
2.Disability Creation of Process Model	2.Are dimensions of DCP
3.Child friendly school	3.It is a set of principles for designing curriculum that provides all individuals with equal opportunities to learn
4 - Multiple means of representation - Multiple means of expression - Multiple means of engagement	4. It 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.
5 - Personal Factors - Environmental Factors - Life Habit - Risk and Protection Factors	5.Are three principles of UDL

Answer: (1 - 3)_(2 - 4)_ (3 - 1)_ (4 - 5)_ (5 - 2)

5.9.2. Consolidation activities

Anna is in class three at GS Muvumbi. At the beginning of school year, Rose, a teacher in primary three 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 students 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 team decided to meet (head teacher, director of studies, the teacher and Anna's mother. The head teacher, asked the mother the problem Anna might have. 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 team has decided to make a plan that would let Anna to 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 students to understand and value individual differences.

Questions:

1. Do you think GS Muvumbi is a child friendly environment? If yes give 2 raisons based on the case study.

Answers:

Yes, GS Muvumbi is a child friendly school because of the following reasons:

- The first reason is that the teacher was concerned by Anna’s learning process. After noticing Anna’s problem, she didn’t sit passively. Instead she notified the head teacher, and head teacher decided to call the parents in order to discuss Anna’s problems.
 - The second reason is that the school committee took time to listen to Anna’s parent and together they have decided to make an individual plan to meet Anna’s needs.
2. What approaches that the teacher used in order to help Anna make progress in her classroom? Link those approaches to the principles of UDL.

Answers:

- By using multiple means of presentation principle, the teacher has provided to Anna different ways of acquiring information and knowledge, for example the teacher has decided to change her instructional approaches by creating activity stations and focus on small-group instruction.
- By using multiple means of engagement to tap into Anna’s interests the teacher used different ways to motivate her and sustain her interest by providing to Anna some large manipulative materials in mathematics subject and a writing buddy at the writing subject. Anna had difficulty sitting on the floor during rug activities, so the teacher gave her a small stool that helped her stay seated and increased her focus. As she gradually understood Anna’s needs, Rose implemented more accommodations.

5.9.3. Extended activity

1. What are the benefit of child friendly school?

Answer:

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 are. 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.

UNIT 6:

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

6.1. Key Unit Competence

Describe the roles & responsibilities and active collaboration with parents in the education of students with disabilities and other special needs in the school.

6.2. Prerequisites ((knowledge, skills, attitudes and values)

The students learnt "Stakeholders involved in customs and their roles" in the Entrepreneurship subject. Remind students about what they have learned. During the lesson, create awareness in students the fact that the content in this unit will help the students to gain knowledge, skills, attitudes and values which can lead them to describing different stakeholders involved in the education of students with disabilities and understanding different roles they have to play.

6.3. Cross-cutting issues to be addressed

a. Inclusive education

This unit involves a range of activities that enhance the spirit of inclusion in students. These activities require sitting in an inclusive way and doing exercises engaging diversity where everyone is fitting and finding his favourite place.

To make it happen, the teacher can make some arrangements like:

Grouping students. Students with special educational needs together with others and share them roles according to individual student's abilities. Alternative formats need to be available, including Braille and use large size texts on the blackboard to meet needs of children who are visually impaired. The teacher will also avail picture symbols and visual aids to meet needs of children with communication difficulties and Sign Language for children with hearing impairment. For slow students, the teacher will need to split the lesson content into small, sequential units. Remember to repeat the main points of the lessons.

b. Gender education

The teacher will emphasize on gender roles and dimension. The teacher will focus on equity and gender consideration through participatory approach where both males and females will be active. Clearly, girl and boy students will be equally helped to develop positive values on their own, support each other, respect each other and build their self-esteem while discussing and learning together.

c. Peace and values education:

The teacher will enable students to have a better awareness of the root causes of exclusion and fight against it. More particularly, the teacher will promote cohesion and harmony between children with and without disabilities. This is a foundation to build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values towards those who appear to be different.

6.4 Guidance on the introductory activity

This introductory activity helps you to engage students in the introduction of **“Roles and responsibilities of school’s parents’ organization (PTAs) in supporting and raising awareness in inclusion of students with special needs and disabilities”** and invite the students to follow the next lessons.

Teacher’s activity:

- Ask students to read the text and discuss the given questions.
- Engage students to answer the questions on a paper.
- Ask students to discuss their findings in pairs.

The expected answers

1. Three important partners working together in education are: teachers, students and parents
2. Parents benefit from their involvement in education through being motivated and having a better understanding of the school curriculum and activities. It makes them more comfortable with the quality of education their children are receiving.
3. Children with disabilities do benefit from this parental involvement in their education because it helps them build essential skills, excel and achieve more in their learning.
4. Major roles and responsibilities of Parents-Teachers’ Associations (PTAs) are: (i) volunteer in classroom activities, (ii) raise money for school supplies and children’s scholastic materials, (iii) support the school’s efforts and initiatives and (iv) monitor children’s academic progress.

6.5 List of lessons/ sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Roles and responsibilities of family members in supporting inclusive education	<ul style="list-style-type: none"> • Explain the potentials, roles and responsibilities of family members in the education of students with disabilities and other special needs in the school. • Identify tips of how to advocate and sensitize family members on inclusion of students with special needs and disabilities. • Develop practical tips that are suitable for conducting awareness raising sessions on family members' involvement in inclusion of students with SEN. 	1
2	Roles and responsibilities of Parents-Teachers' Organizations in Rwandan schools	<ul style="list-style-type: none"> • Identify the reasons why the Parent-school partnerships are not yet sufficiently developed in many Rwandan schools. • Outline the benefits of introducing the PTAs and LEAs in Rwandan inclusive schools. 	1
3	Roles and responsibilities of Parents of Students with Disabilities	<ul style="list-style-type: none"> • Mention core activities that can be mutually run by Parents of Students with Disabilities and teachers in Rwandan schools • Explain the Epstein's six aspects showing the importance of the parents-school partnership Model. 	1
4	Collaboration between Parents of Students with Disabilities and other SEN, schools and PTAs in education	<ul style="list-style-type: none"> • Ascertain the positive effects generated by effective collaboration between parents, schools and PTAs. • Assess the consequences of not involving parents of students with disabilities in the education. 	1

Lesson 1:

Roles and responsibilities of family members in supporting inclusive education

a) Learning objective:

Explain the potentials, roles and responsibilities of family members in the education of students with disabilities and other special needs in the school.

b) Prerequisites/Revision/Introduction:

This is the first lesson of the Sixth unit “**Roles and responsibilities of school’s parents’ organization (PTAs) in supporting and raising awareness in inclusion of students with special needs and disabilities**”. At first glance, you will tell students that they have learned the roles played by different actors in the economic sector (refer to the Student’s book, Entrepreneurship subject, lesson on stakeholders involved in tax collection). For this lesson on the roles of different actors in the education of children with disabilities and those with special educational needs, it will not be different. Different stakeholders may be involved. Then you will invite them to think about the different actors whom they think are involved at the level of the child’s family and at the level of the school where the child is enrolled so that they prepare themselves for this lesson.

c) Teaching resources

Student’s book, computer, projector, Manila, markers, Community involvement guide.

d) Learning activities

Teacher’s activities

Activity 6.1.

- Ask students to work in pairs and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the pairs to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student’s ideas

- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Answers for activity 6.1

1. How do you understand the situation of children with disabilities in their homes and families?

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** (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.

Subsequently, this increases **stigma, discrimination and shame** for children with disabilities.

2. Describe the level of parents' understanding and involvement in supporting the education of children with SNE and 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.

Answers for self-assessment 6.1

Expected answers are:

1. The situation of children with disabilities in their homes and families is somehow critical. Few are those who are enrolled (only 1.7 per cent of the total child population under the age of 17)). They often face challenges related to negative attitudes and discrimination.
2. Parents are not playing their roles and responsibilities due to undermining children's capacity and some appear to be ignorant.

They are still hiding children with disabilities thinking that they are a burden or a curse to the family.

3. Some roles and responsibilities of parents include but are not limited to the following: (i) assisting school learning, (ii) participate in decision making, (iii) they are entitled to embracing the school efforts and initiatives and (iv) are involved in promoting children's discipline.

Lesson 2: Roles and responsibilities of Parents-Teachers' Organizations in Rwandan schools

a) Learning objectives

- Identify the reasons why the Parent-school partnerships are not yet sufficiently developed in many Rwandan schools
- Outline the benefits of introducing the PTAs and LEAs in Rwandan inclusive schools.

b) Prerequisites/Revision/Introduction

This is the second lesson of the sixth unit “**Roles and responsibilities of school's parents' organization (PTAs) in supporting and raising awareness in inclusion of students with special needs and disabilities**”. At the onset, you will tell students that they have learned the roles played by family members in supporting the education of children with disabilities (refer to the lesson 1). For this lesson on the roles of Parents-Teachers' Organizations in the education of children with disabilities and other SEN, it will not be a continuity. Parents are entitled to supporting schools through joint organizations with teachers and school head teachers. Then you will invite them to think about the different roles the Parents-Teachers' Organizations can play and ascertain why they think the latter are important in promoting inclusive education. This will help them to prepare themselves for this lesson.

c) Teaching resources

Student's book, PTAs organizational chart drawn on a Manila paper, computer, projector, Community involvement guide.

d) Learning activities

Teacher's activities

Activity 6.2.

- Ask students to work individually and write answers in their books
- Provide the necessary materials

- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite any five students to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Present the PTAs' organizational chart showing members of the PTA and matching with the roles they have to play
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Answers for activity 6.2

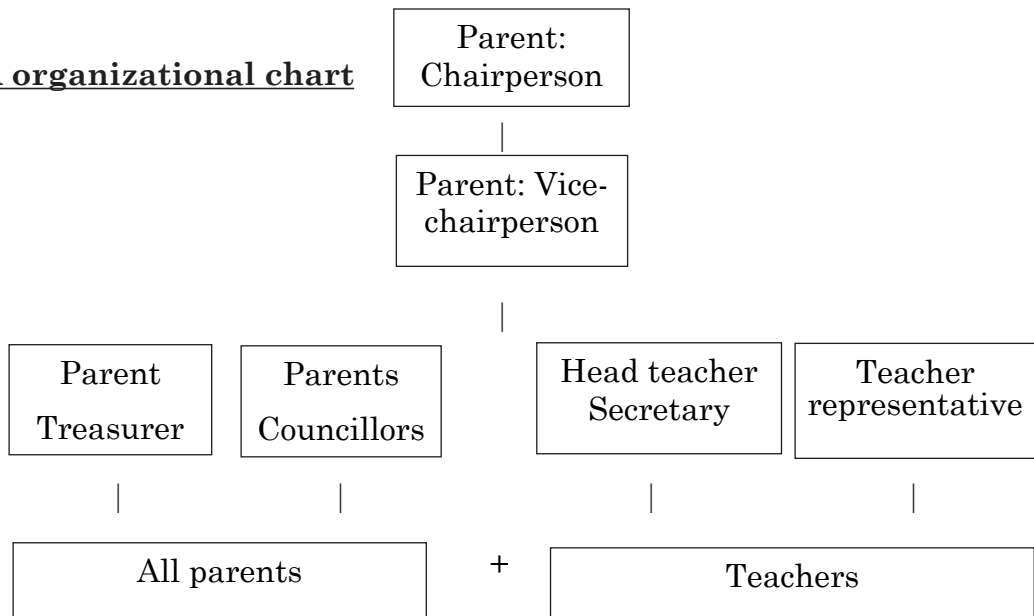
Expected answers are:

1. Describe the structure of Parents-Teachers' Association and Local Education Activists in Rwandan schools

The PTA works under two organs:

- The PTA governing committee is composed of the Chairperson, Vice-chairperson, Secretary (Head-teacher), treasurer, teacher representative and councillors. 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 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



1. What are the major roles of the Parents-Teachers' Association and Local Education Activists in Rwandan schools?

The major roles of PTAs are:

- 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.

Answers for self-assessment 6.2

Expected answers are:

1. In many schools of Rwanda, the Parent-school partnerships are not yet sufficiently developed because parents are lacking a clear understanding of their impact on improving learning and development for their children.
2. The benefits of introducing the PTAs in Rwandan inclusive schools are many including: looking at how the school is managed and striving to enhance the quality of education, improving children’s academics and discipline, contributing to having better teachers, and holding school authorities to account for their bursaries.

Lesson 3: Roles and responsibilities of parents of students with disabilities

a) Learning objectives

- Mention core activities that can be mutually run by Parents of Students with Disabilities and teachers in Rwandan schools
- Explain the Epstein’s six aspects showing the importance of the parents-school partnership Model.

b) Prerequisites/Revision/Introduction

This is the third lesson of the sixth unit “**Roles and responsibilities of school’s parents’ organization (PTAs) in supporting and raising awareness in inclusion of students with special needs and disabilities**”. At first, you will tell students that they have learned the roles played by PTAs in schools in the previous lesson (refer to the Student’s book). For this lesson on the roles of parents of students with disabilities in the education of children with disabilities and other SEN, it will be a continuation. Parents of children with disabilities are entitled to supporting schools head teachers, teachers and PTAs. Then you will invite them to think about the different roles the Parents of Students with Disabilities and SEN can play and ascertain why they think their roles are vital in promoting inclusive education. This will help them to prepare themselves for this lesson.

c) Teaching resources

Student’s book, computer, projector, Manila, Community involvement guide.

d) Learning activities

Teacher's activities

Activity 6.3

- Ask students to work in groups of five and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Use a clear, succinct and smart language
- Invite group members to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Answers for activity 6.3

Expected answers are:

1. Roles of Parents of Students with Disabilities in Rwandan schools are:
 - 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 students who are quite exceptional.
2. Parents-school partnerships are collaborative relationships and activities involving school staff, parents of students with disabilities at school. Effective parents-school partnerships are results of mutual

trust and respect and are based on sharing responsibilities and duties for the benefits of children who are served. For instance, parents and teachers can form together Educational Friendly Income Generating Activities (EFIGA) which they can run together. Vice versa, parents can support teachers on making locally made educational materials adapted to the needs of students with disabilities.

Answers for self-assessment 6.3

Expected answers are:

3. Two important activities which can mutually run by Parents of Students with Disabilities and teachers in a bid to support IE are: Educational Friendly Income Generating Activities and production of locally made teaching-learning materials.
4. Six aspects showing the importance of the two-way communication model are: (i) Parenting, (ii) Communicating, (iii) Volunteering, (iv) Learning at home, (v) Decision-making and (vi) Collaborating with the community.

Lesson 4: Collaboration between Parents of Students with Disabilities, schools and PTAs in education

a) Learning objectives

- Ascertain the positive effects generated by effective collaboration between parents, schools and PTAs.
- Assess the consequences of not involving parents of students with disabilities in the education.

b) Prerequisites/Revision/Introduction

This is the fourth lesson of the sixth unit “**Roles and responsibilities of school’s parents’ organization (PTAs) in supporting and raising awareness in inclusion of students with special needs and disabilities**”. At first, you will tell students that they have learned the roles played by parents of children with disabilities in schools in the previous lesson (refer to the Student’s book). For this lesson on **Collaboration between Parents of Students with Disabilities, schools and PTAs in education**, it will be a continuation. To smoothly implement inclusive education, parents of children with disabilities, schools head teachers, teachers and PTAs need to work together. Then you will invite them to think about the benefits of working together and the consequences that would occur if they were not collaborating. This will help them to prepare themselves for this lesson.

c) Teaching resources

Student's book, computer, projector, Manila, Community involvement guide.

d) Learning activities

Teacher's activities

- Ask students to work in groups of five and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Use a clear, succinct and smart language
- Invite group members to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Answers for activity 6.4

Expected answers are

1. Parents of Students with Disabilities and other SEN need to work together with school head teachers, teachers and PTAs in Rwanda because of the following reasons:
 - Share common experiences about the education of children with disabilities, difficulties and solutions;
 - Initiate collective income generating projects;
 - Advocate for the rights of children with disabilities in education
 - Provide a range of support services that are needed by children with disabilities, etc.
2. The consequences of not involving parents of students with disabilities in the education are:
 - 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 loose expectations on schools to educate their children.
- Parents do not share responsibility 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

Answers for self-assessment 6.4

Expected answers are

1. It will be necessary to show teachers that if parents are not involved, the children's discipline will go downhill, while for the head teachers, the parents would feel less concerned by the education of their children and would be passive in the whole school management process. For parents and teachers 'association committee members, it would be very difficult for them even impossible to work without parental guidelines. Hence, they all must work together for the success of inclusive education.
2. The consequences of not involving parents of students with disabilities in the education are many, including:
 - 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 loose expectations on schools to educate their children.
 - Parents do not share responsibility 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

6.6. Summary of the unit

The situation of children with disabilities in their homes and families is somehow critical. Few are those who are enrolled (only 1.7 per cent of the total child population under the age of 17) because of facing challenges related to negative attitudes and discrimination resulting from unsupportive parents and community members. Some are even hiding children with disabilities thinking that they are a burden or a curse to the family.

To change the situation, parents have some roles to play. Amongst others,

they called on to perform the following: (i) assisting school learning, (ii) participating in decision making, (iii) embracing the school efforts and initiatives and (iv) promoting children's discipline

In many schools of Rwanda, the Parent-school partnerships in many Rwandan schools are not yet sufficiently developed because parents are lacking a clear understanding of their impact on improving learning and development for their children.

Unlike the parents' passiveness and ignorance, the benefits of introducing the PTAs in Rwandan inclusive schools are many including: looking at how the school is managed and striving to enhance the quality of education, improving children's academics and discipline, contributing to having better teachers, and holding school authorities to account for their bursaries. Both parents, head teachers and teachers need to collaborate in different activities to better move IE forward.

In addition, six aspects are showing the importance of the two way communication model are: (i) Parenting, (ii) Communicating, (iii) Volunteering, (iv) Learning at home, (v) Decision-making and (vi) Collaborating with the community. It will be necessary to show teachers that if parents are not involved, the children's discipline and academics will go downhill.

6.7 Additional information

The activity requires the teacher to use examples of the real life situations. Most of all, the teacher need to actively involve students and promote cooperative learning. Remember to always engage students in peer led, open, focused and oriented discussions. When need be, depending on the categories of students with disabilities, the lesson content can be divided into smaller steps to meet need of the slow students.

6.8 End of unit assessment

Answers to the questions

Section A:

1. Only, 1.7% of children with disabilities under 17 years are enrolled. It is a low percentage rate. It is a serious challenge to the country's development. So, there is need to focus on inclusive education as a solution.
2. To better play their roles in inclusive education, parents must first change their negative mentality and attitudes towards children with

disabilities and those with special educational needs. It should be noted that all children must enjoy the same rights. Also, children with disabilities and SEN are able to learn and succeed in their studies if they are better considered, accompanied by parents and supported by the education system. Both (family parents and educational authorities) must remove attitudinal, infrastructural, geographical and physical barriers. The family as cradle where the child lives is called on to play a key role and to be a good player of great roles it is assigned to in inclusive education.

Section B:

There are two organs of the PTA in Rwandan schools:

- **The PTA governing committee:** is composed of the Chairperson, Vice-chairperson, Secretary (Head-teacher), treasurer, teacher representative and councillors. 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.

Section C:

The roles of Parents of Students with Disabilities in Rwandan schools are:

- 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 students who are quite exceptional.

Section D:

In terms of tips and ways to better strengthen collaboration among parents, educational authorities, teachers and the parents' committee, I would focus on the following 3 strategies: **regular communication, participation in decision-making** and **accountability** (work in consultation and transparency).

6.9. Additional activities

6.9.1. Remedial activities

Section A:

1. Do you think that all Rwandan children with disabilities are enrolled in Rwandan schools? Yes or No. Explain your answer.

Proposed answer:

No, all children with disabilities are not enrolled in Rwandan schools. Only few are. The national census of 2012 indicates 1.7% of all children under 17 years old.

2. How can you to sensitize parents of children with disabilities to send them to school?

Proposed answer:

Parents can be sensitized through different ways, including sensitization through community collective works "umuganda", community assemblies "inteko z'abaturage", Parents' evenings "umugoroba w'ababyeyi" and churches. Different media and tools can be used including songs, drama, posters and radio broadcasting, to name only few.

Section B:

1. How do parents play a role in governing Rwandan schools?

Proposed answer: Parents play a role in governing schools though participating to the PTA General Assemblies or being a member of the PTA governing committee.

Section C:

Name at least three roles of Parents of Students with Disabilities in Inclusive Education.

Proposed answer:

Three roles can be:

1. Monitoring children's academic progress

2. Participating in and supporting school development initiatives
3. Participating in assessing children's needs and strengths

Section D:

Explain how these 3 ways **(i) regular communication, participation in decision-making** and **accountability** can be used to strengthen collaboration between Parents of Students with Disabilities, head teachers, teachers and PTAs:

Proposed answer:

- **Regular communication:** can be done through putting in place a book of communication between parents and teachers. Keeping regular feedback in a two-way communication process.
- **Participation in decision making:** parents are given a voice in adopting resolutions and guidelines through the PTA general assembly and through adopting children's internal code of conduct.
- **Accountability:** head teachers are always informing parents about what is taking place in the school and report regularly on the use of bursaries.

6.9.2. Consolidation activities

Section A:

1. Compare the disparities found in enrolment rates for children with disabilities and their peers and siblings without disabilities. Explain the reasons why.

Proposed answer:

It is noted a very big gap – a disparity - between the enrolment rates for children with disabilities if compared to their peers and siblings. Children without disabilities (under 17 years old) are highly enrolled while the majority of children with disabilities are still hidden in their families. They remain out-of-school. The reasons behind are many but those which seem to be critical are resulting from parents' ignorance (lack of knowledge about children's rights), attitudinal barriers (family related stigma and discrimination) and somewhat geographical (some children come distant zones and cannot reach schools due to mobility problems).

1. Advise parents of children with disabilities on how to take action on improving their roles in education of children with disabilities.

Proposed answer:

To improve the situation, quick actions need to be taken including sensitization of all Rwandans about rights of children with disabilities to education, mobilize parents, put in place joint for a (parents and teachers) and also managed accessibility on public and feeder roads through collective efforts. There is need to build coalition of all different stakeholders involved in education.

Section B:

1. PTAs' roles in governing Rwandan schools are quite essential and fundamental. Yes or No. Explain with concrete examples.

Proposed answer:

Yes, this means that schools need to promote the fundamental principle of "Working together". Without the support of parents, the education of children with disabilities would be a heavy burden to the school authorities.

Section C:

Roles and responsibilities of parents of Students with Disabilities are vital for the success of inclusive education. However, they are neglected by teachers and head teachers. Advise on how this situation can positively change.

Proposed answer:

There is a need for a paradigm shift for head teachers and teachers. Unlike what they had learned in academics, they should learn how to work and involve parents in education. The latter are important, irrespective to their level of literacy and knowledge.

Section D:

The two way communication model proposed by Epstein is vital for the promotion of inclusive education implies sharing responsibilities by parents and teachers. Explain in your own words.

Proposed answer:

Basically, this means the model is built on two pillars: one on one side (parents) and another on the other side (teachers). It is a must for two parties to always fill the gap and bridge the ignorance divide.

6.9.3. Consolidation activities Extended activities

Section A:

1. List other factors limiting children with disabilities from attending education as other peers and siblings do.

Proposed answer:

- 1, Self- stigma and 2. Low self-esteem.
2. Explain how parents of children with disabilities can overcome attitudinal barriers preventing them from exercising their power in education.

Proposed answer:

Work in parental fora to discuss about how and join efforts to combat exclusion facing children with disabilities.

Section B:

1. Suggest tips that can enhance PTAs' capacities to effectively address needs of children with disabilities and SEN in education.

Proposed answer:

Mobilization, sensitization, study tour, volunteering and training.

Section C:

List three (3) reasons why parents of students with Disabilities need to effectively support inclusive education

Proposed answer:

1. Parents are knowledgeable activists, 2. change leaders and 3. power holders.

Section D:

List any three (4) joint activities and initiatives that can be run by parents and teachers to improve children's welfare and learning.

Proposed answer:

1. Income generating activities
2. Fabrication of educational materials
3. Working as classroom assistants.

UNIT 7:

THE ROLES AND RESPONSIBILITIES OF COMMUNITY MEMBERS IN THE EDUCATION OF LEARNERS WITH DISABILITIES AND OTHER SPECIAL NEEDS IN THE SCHOOL

7.1. Key Unit Competence

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 needs in the school.

7.2. Prerequisites (knowledge, skills, attitudes and values)

In unit 6, students learned the roles and responsibilities of school parents' organization (PTAs) in supporting and raising awareness in inclusion of learners with special needs and disabilities. Remind students about what they have learned by emphasizing that parents are member of the community and that they play different role in the community. During lesson create awareness in students the fact that the content in this unit will help them to gain knowledge, skills, attitudes and values which can lead them to describing different community members involved in the education of students with disabilities and understanding different roles they have to play.

7.3. Cross-cutting issues to be addressed

a. Inclusive education

This unit involves a range of activities that enhance the spirit of inclusion in students. These activities require sitting in an inclusive way and doing exercises engaging diversity of needs where everyone is fitting and finding his favourite place.

To make it happen, the teacher can make some arrangements like:

Grouping students: Students with special educational needs together with others and give them roles according to individual student's abilities. Accessible formats of materials need to be available, including Braille, large print books and use large size texts on the chalkboard to meet needs of children who are visually impaired. The teacher will also avail picture symbols and visual aids to meet needs of children with communication difficulties and Sign Language for children with hearing impairment. For the intellectually slow students, the teacher will need to split the lesson content into small, sequential units. Remember to repeat the main points of the lessons.

b. Gender education

The teacher will emphasize on gender roles and dimension. The teacher will focus on equity and gender consideration through participatory approach where both males and females will be active. Clearly, girl and boy students will be equally helped to develop positive values on their own, support each other, respect each other and build their self-esteem while discussing and learning together.

c. Peace and values education

The teacher will enable students to have a better awareness of the root causes of exclusion and fight against it. More particularly, the teacher will promote cohesion and harmony between children with and without disabilities. This is a foundation to build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values towards those who appear to be different.

7.4. Guidance on introductory activity

This introductory activity helps you to engage students in the introduction of “Roles and responsibilities of community members in supporting and raising awareness in inclusion of students with special needs and disabilities” and invite the students to follow the next lessons.

Teacher’s activity

- Ask students to read the text and discuss the given questions.
- Engage students to answer the questions on a paper.
- Ask students to discuss their findings in pairs.

The expected answers

1. Major roles of community members in promoting inclusive education:
 - Help schools in identification, assessment and placement of children with disabilities
 - Encourage children’s learning in and out of school and also support school to achieve their goals.
 - Actively participate in community education, sensitization, mobilization, and conduct public awareness campaigns in schools in promoting inclusive education.
2. The role of the community volunteers in the learning process of children is very important because they contribute in supporting the school to mobilize surrounding communities to send children with disabilities at school and actively play a role in their education. The

community volunteers also play role in community mobilization on rights of children with disabilities to education, 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.

3. Local Education Activists’ (LEAs) or “Imboni z’Uburezi Budaheza” are composed with parents of children with and without disabilities, local authorities, Faith Based Organizations, and friends of the Family “Inshuti z’Umuryango.

7.5 List of lessons/ sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Current situation of community involvement in promoting inclusive education	- Explain the role of community involvement in promoting inclusive education	1
2	Relevant and related Organization within the Rwandan communities	- Identify key community stakeholders involved in the education of children with disabilities in Rwanda	1
3	Roles and responsibilities of various members within the community.	- Explain the potentials, roles and responsibilities of various members (local leadership, opinion leaders, faith based organization, specialized group organization, etc.) of the local community in the education of learners with disabilities and other special needs in the school.	1

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	<ul style="list-style-type: none"> - Identify strategies that can enhance collaboration between community members (local leadership, opinion leaders, faith based organization, specialized group organization, etc.) in education of learners with disabilities and other SEN. - Explain practical methods to be used by every community stakeholder to better support the education of children with disabilities 	1
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Lesson 1: Current situation of community involvement in promoting inclusive education

a) Learning objective

Explain the role of community involvement in promoting inclusive education

b) Teaching resources

Student's book, computer, projector, Manila, markers, Community involvement guide

c) Prerequisites/Revision/Introduction

As revision, ask student to briefly explain roles and responsibilities of school's parents' organization (PTAs) in supporting and raising awareness in inclusion of learners with special needs and disabilities. Then tell students that, this lesson will focus on the role of community members in the education of learners with disabilities and other special needs in the school.

d) Learning activities 7.1

Teacher's activities

- Ask students to work in pairs and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps

- Invite the pairs to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize or synthesize the learned knowledge and engage students to make a conclusion.

Answers for activity 7.1

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 mind-set 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.

For further information, refer to student book, unit 7, activity 7.1

Answers for self-assessment 7.1

1. The role of the community in education is linked to three dimensions: Pedagogical, Economic and social politic and development
 - **Pedagogical:** Outside of school, students are interacting with their community on a daily basis. Making connections in the community gives community members a sense of responsibility and ownership over students' learning, which leads individuals in taking a more active role in supporting their local schools. It also encourages the entire community to become teachers by contributing their knowledge and expertise to students. For example a school could partner with a community organization to start an after-school program for students. The school may provide a space to hold the program and identify students who would benefit from attending the program, while the community organization reaches out to community members and

coordinates volunteers.

- **Economic:** Economically, there is a wide range of costs involved in the provision and uptake of education, and these costs are borne by various parties. Thus the community is entitled to supporting schools in financial issues, for example if the school X have a big number of students but have issues with not having enough classrooms, the community can help in building classrooms during community work.
 - **Social politic and development:** 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.
2. Community education volunteers helps CwDs and SEN to enrol, reduce drop outs and succeed in national tests on a par as other children. The communities help children who attended school to improve in physical, emotional, and social abilities, making them better in terms of achievement. In additional they 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.

Lesson 2: Relevant and related Organization within the Rwandan communities

a) Learning objective

Identify key community stakeholders involved in the education of children with disabilities in Rwanda

b) Teaching resources

Student's book, computer, projector, Manila, markers, Community involvement guide

c) Prerequisites/Revision/Introduction

As revision, ask students questions regarding the importance of community involvement in promoting inclusive education. Then tell students that in this lesson they will learn different stakeholders involved in the education of children with disabilities in Rwanda.

d) Learning activities 7.2

Teacher's activity:

- Ask students to work in pairs and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the pairs to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Answers for activity 7.2

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).

Answers for self-assessment 7.2

1. Stakeholders involved in supporting the education of children with disabilities at community level:
 - Local authorities
 - Faith Based Organizations
 - Community influencers
 - Civil society organizations
2. The relationship that exists between the four levels: local authorities, FBOs, community influencers and Civil Society Organizations is that they are all operating at the community level by promoting and advocating for the education of learners with disabilities or special educational needs.

Lesson 3:

Roles and responsibilities of various members within the community

a) Learning objective

Explain the potentials, roles and responsibilities of various members (local leadership, opinion leaders, faith based organization, specialized group organization, etc.) of the local community in the education of learners with disabilities and other special needs in the school.

b) Teaching resources

Student's book, computer, projector, Manila, markers, Community involvement guide

c) Prerequisites/Revision/Introduction

As revision, ask students to identify key stakeholders involved in the education of children with disabilities. Then tell students that in this lesson they will focus roles and responsibilities of various members within the community.

d) Learning activity 7.3

Teacher's activity

- Ask students to work in pairs and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the pairs to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Answers for activity 7.3.

- Roles and responsibilities of local authorities
- Roles and responsibilities of FBOs
- Roles and responsibilities of community influencers
- Roles and responsibilities of the Civil Society Organizations

For more information, refers to student book, unit 7, activity 7.3

Answers for self-assessment 7.3

From their own choice, students will give 3 roles played by different members in the community regarding the promotion of the education of children with disabilities and special needs.

Lesson 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

a) Learning objective

- Identify strategies that can enhance collaboration between community members (local leadership, opinion leaders, faith based organization, specialized group organization, etc.) in education of learners with disabilities and other SEN.
- Explain practical methods to be used by every community stakeholder to better support the education of children with disabilities.

b) Teaching resources

Student's book, computer, projector, Manila, markers, community involvement guide

c) Prerequisites/Revision/Introduction

As revision, ask students to identify roles and responsibilities of various members within the community. Then tell students that in this lesson they will learn strategies to be used in order to enhance the collaboration between community members in education of learners with disabilities and other SEN.

d) Learning activity 7.4

Teacher's activity

- Ask students to work in pairs and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the pairs to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Answers for activity 7.4

- Strategies to enhance partnerships and collaboration between community organizations:
 - **Partnering** between local authorities, FBOs, Civil Society Organizations and community influencers involved in supporting the education of children with disabilities;
 - **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
- Practical methods which are appropriate for specific community stakeholders:
 - Local government authorities
 - Faith Based Organizations
 - Community influencers
 - Civil society organizations

For more details, refer to student book, unit7 activity 7.4

Answers for self- assessment 7.4

1. Strategies to enhance partnerships and collaboration between community organizations:
 - Partnering between local authorities, FBOs, Civil Society Organizations and community influencers involved in supporting the education of children with disabilities;
 - 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.
- 2. Students will discuss by identifying methods used by different community stakeholders in education of learners with disabilities and other SEN.

7.6. Summary of the unity

This unit emphasizes on roles and responsibilities of community members in the education of learners with disabilities and other special needs in the school. We explained the situation of community involvement in promoting inclusive education. Then we identified community stakeholders involved in the education of children with disabilities (local authorities, Faith Based Organizations, Community influencers, and civil society organizations) and their roles and responsibilities within the community role. At the end we determined strategies to enhance collaboration between community members in education of learners with disabilities and other SEN.

7.7. Additional activities

The activity requires the teacher to use examples of the real life situations. Most of all, the teacher need to actively involve students and promote cooperative learning. Remember to always engage students in peer led, open, focused and oriented discussions. When need be, depending on the categories of students with disabilities, the lesson content can be divided into smaller steps to meet need of the slow students.

7.8. End of unit assessment

1. This is an open ended question, where students are required to justify their answer (yes or no) by giving examples. However, the right answer is a yes because the community volunteers have role and responsibility to promote inclusive education in the community. Thus, students have to justify their yes by referring to the responsibilities of the community volunteers and giving examples related to those responsibilities and role.
2. Roles and responsibilities of community influencers:
 - 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 counselling or inclusion in income generating activities.
 - Advocate for the rights of children with disabilities among concerned stakeholders such as the local government and CSOs
3. Roles and responsibilities of FBOs and CSOs in an effort to enrol children with disabilities who are hidden by their families:
- Contribute to raising awareness 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.
 - 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.
4. This is an open question but students are going to base their discussion on strategies to enhance partnerships and collaboration between community organizations.

7.9. Additional activities

7.9.1. Remedial activities

1. Name key stakeholders involved in supporting the education of children with disabilities at community level.

Answers: Local government authorities, Faith Based Organizations, Community influencers, civil society organizations.

2. For each stakeholder, identify 2 roles and responsibilities they play in the education of learners with disabilities and SEN.

Answers: The students are going to identify two roles and responsibilities each stakeholder play in the education of learners with disabilities and SEN from their choice.

3. Identify 2 strategies to enhance partnership and collaboration between community organizations.

Answers: The students are going to identify two strategies from their choice to enhance partnerships and collaboration between community organizations.

7.9.2. Consolidation activity

1. 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.

Answers: This is an open ended question. The students are going to make a plan based on strategies and practical methods to address different stakeholders in education on right of children with disabilities and SEN.

7.9.3. Extended activity

1. 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.

Answers: Student can answer to this question by acting (sketch, scene, theatre, etc.). In their acting activity, students should highlight the role of each stakeholder play in the enrolment children with disabilities who are hidden at their homes. Student should base on the role and responsibilities played by different stakeholders in the education of children with disabilities and SEN.

UNIT 8:

THE ROLE AND RESPONSIBILITIES OF ALL RANGES OF SCHOOL COMMUNITY MEMBERS IN THE EDUCATION OF LEARNERS WITH DISABILITIES AND OTHER SPECIAL NEEDS IN THE SCHOOL

8.1 Key Unit Competence

Student-teachers should 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.

8.2. Prerequisites (knowledge, skills, attitudes and values)

The learners learnt 'the principles of inclusive education, they specifically learnt about the characteristics of an inclusive schools and the barriers to the successfully implementation of inclusive education. Remind learners about what they have learned. During the lesson, create awareness in learners to the fact that the content in this unit will help them to gain knowledge, skills, attitudes and values which can lead to describing different roles played by the school community in the education of learners with disabilities.

8.3. Cross-cutting issues to be addressed

a. Inclusive education

This unit involves a range of activities that enhance the spirit of inclusion in learners. These activities require sitting in an inclusive way and doing exercises engaging diversity where everyone is fitting and finding his favourite place.

To make it happen, the teacher can make some arrangements like:

Grouping students. Students with special educational needs together with others and share them roles according to individual student's abilities. Alternative formats need to be available, including Braille and use large size texts on the blackboard to meet needs of children who are visually impaired. The teacher will also avail picture symbols and visual aids to meet needs of children with communication difficulties and Sign Language for children with hearing impairment. For slow learners, the teacher will need to split the lesson content into small, sequential units. Remember to repeat the main points of the lessons.

b. Gender education

The teacher will emphasize on gender roles and dimension. The teacher will focus on equity and gender consideration through participatory approach where both males and females will be active. Clearly, girl and boy students will be equally helped to develop positive values on their own, support each

other, respect each other and build their self-esteem while discussing and learning together.

c. Peace and values education

The teacher will enable learners to have a better awareness of the root causes of exclusion and fight against it. More particularly, the teacher will promote cohesion and harmony between children with and without disabilities. This is a foundation to build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values towards those who appear to be different.

8.4 Guidance on the introductory activity

This introductory activity helps you to engage learners in the introduction of 'the role and responsibilities of all ranges of school community members in the education of learners with disabilities and other special needs in the school'. Invite the learners to follow the next lessons.

Teacher's activity:

- Ask students to read the text and discuss the given questions.
- Engage students to answer the questions on a paper.
- Ask students to discuss their findings in pairs.
- Provide the necessary materials (Manila paper, markers etc.)
- Move around in silence to monitor if they are working or having some problems
- Remember to assist those who are weak by providing some clues
- Invite the leader of each group to come and present the findings
- Ask other students to follow carefully the presentations
- Note on chalk board / Manila paper the student's ideas
- Engage students to summarize all ideas and draw conclusions

The expected answers

1. What roles do head teachers have to play to succeed inclusive education?
 - Head teachers should accept the responsibility for creating schools in which all children can learn
 - Head teachers should adopt inclusive culture and set inclusive policies and regulations to make inclusive practices happen
2. Teachers need to be educated on roles and responsibilities they have to play in supporting IE. Discuss.

- Teachers are to play the central role in promoting participation and reducing under-achievement, particularly with children who might be perceived as having difficulties in learning.
3. Children with and without disabilities are key players in supporting inclusive education. Discuss about the major roles children may have to play.
 - Adopt positive language and respect towards children with disabilities
 - Promote mutual support in learning and performing other tasks in a peer led approach.
 - Fight against stigma and discrimination among children in an inclusive school.

8.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Roles played by head teachers, teachers and children in supporting inclusive education	– Explain the role played by teachers, teachers and children in supporting inclusive education	2
2	Roles and responsibilities of school community members in supporting inclusive education	– Explain the role played by different school community members in supporting inclusive education	1
3	Roles and responsibilities of students clubs in raising awareness on Inclusive Education	– Discuss the roles and responsibilities of students clubs in raising awareness on Inclusive Education	1

Lesson 1: Current situation of roles played by head teachers, teachers and children in supporting inclusive education

a) Learning objectives

- Explain the role played by headteachers, teachers and children in supporting inclusive education

b) Prerequisites/Revision/Introduction

This is the first lesson of the eighth unit” the role and responsibilities of all ranges of school community members in the education of learners with disabilities and other special needs in the school”. At first, you will tell

students that they have learned the qualities and practice of an inclusive school. To smoothly implement inclusive education, head teachers, teachers and students need to work together and complement each other. Help the students to reflect back on the qualities and practices of an inclusive school and ask them to discuss on the possible role played by each for the success of an inclusive education.

c) Teaching resources

Student's book, computer, projector, Manila, community involvement guide.

d) Learning activities

Teacher's activities

- Ask learners to work in groups of five and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Use a clear and simple language
- Invite group members to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Activity 8.1

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 kinds 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?

Expected answers

1. Inclusive Education was adopted in Rwanda since 2000. Schools in Rwanda are expected to adhere to the general principles guiding inclusive education. Schools have responsibilities to receive every learner irrespective of gender, race and abilities. Head teachers and teachers must play an important role for the successful implementation on inclusive education. Head teachers must identify and approve changes that support inclusive education. They must eliminate existing practices that undermine inclusive education and ensure inclusive programmes are institutionalized and sustained. Teachers on the other hand need to develop skills and values for appropriate management of inclusive education. They need to analyze/assess pupils 'needs and prepare classroom plan approaches to learning that enhance inclusive education. They need to be conversant with competences and roles relevant to inclusive education, classroom organization and planning for learner –centered teaching.
2. 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** (e.g. club leader or class monitor)
3. 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 and weak policy implementation.

Answers for 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.

Expected answers

1. The important tasks of the head teachers in an inclusive school are:
 - 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.
2. Challenges faced by teachers in the implementation of inclusive education are as follows:
- Inadequate skills and knowledge, meaning that teachers do not have sufficient skills and knowledge to teach children 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.

Lesson 2:

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

a) Learning objectives :

- Explain the role played by different school community members in supporting inclusive education

b) Prerequisites/Revision/Introduction:

This is the second lesson of the eighth unit "the role and responsibilities of all ranges of school community members in the education of learners with disabilities and other special needs in the school". At first, you will tell students that they have learned the qualities and practice of an inclusive school. To successfully implement inclusive education, schools' community members need to work together and complement each other. Help the students to reflect back on the qualities and practices of an inclusive school and ask them to discuss on the possible role played by each for the success of an inclusive education.

c) Teaching resources

Student's book, computer, projector, Manila, Community involvement guide.

d) Learning activities

Teacher's activities

- Ask learners to work in groups of five and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Use a clear and simple language
- Invite group members to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

Activity 8.2

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

Pair up and 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.

Expected answers:

- The roles of head teachers include but not limited to:
 - Organize continuous professional development for teachers.
 - 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.
- The roles of teachers include but not limited to:
 - 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.
- The roles of support staff include:
 - 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.
- The roles of children with disabilities include:
 - 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
- The role of children without disabilities include:
 - 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.

Answers for 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.

Expected answer

- Head teachers play an important role in promoting inclusive education. Their voices can be easily understood and all other school community members can easily follow their commands. By making Inclusive Education part of school's vision, missions, plans and strategies, the head teacher is shaping the reality of inclusive education.

Lesson 3:

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

a) Learning objective

- Discuss the roles and responsibilities of students clubs in raising awareness on Inclusive Education

b) Prerequisites/Revision/Introduction:

This is the third lesson of the eighth unit" the role and responsibilities of all ranges of school community members in the education of learners with disabilities and other special needs in the school". At first, you will tell students that they have learned the qualities and practice of an inclusive school. Students 'clubs should play an important role in raising awareness about inclusive education.

Help the students to reflect back on the qualities and practices of an inclusive school and ask them to discuss on the possible role and responsibilities of students clubs in raising awareness about inclusive education.

c) Teaching resources

Student's book, computer, projector, Manila, Community involvement guide.

d) Learning activities

Teacher's activities

- Ask learners to work in groups of five and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Use a clear and simple language
- Invite group members to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion.

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?

Expected answers

- a. The benefits of inclusive education clubs are the following:
 - Inclusive education clubs help children to build respectful and supportive relationships.
 - Inclusive education clubs 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.
 - Inclusive education clubs change discriminatory attitudes.
- b. Members of inclusive education clubs should be: Children with disabilities and children without disabilities.

Answers for self-assessment 8.3

1. Discuss the benefits of inclusive education clubs for students with and

without disabilities.

Expected answers

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

8.6. Summary of the unity

1. This unit is about the role and responsibilities of all ranges of school community members in the education of learners with disabilities and other special needs in the school. We explained the role of Head teachers, teachers, and support staff, learners with and without disabilities in promoting inclusive education.
2. Challenges faced by school community members in promoting inclusive education were also discussed. Challenges include: The insufficient of knowledge and skills among teachers, negative attitudes towards inclusive education, lack of appropriate teaching/ learning resources to mention but few.
3. Finally, the roles and responsibilities of students clubs in raising awareness on inclusive education were also explained. The core benefits of students clubs are: Learn and play together, socialize and change negative attitudes.

8.7. Additional information for teachers

- This unit involves a lot of discussions. Wherever possible, ask students to perform some sort of drama and role play. This will make lessons interactive and more interesting

It is possible to sensitize students to form Inclusive Education clubs or join the existing clubs.

- Sensitize students -teachers to be agent of inclusive education in demonstration schools by helping schools to form inclusive education clubs.

8.8. End of unit assessment

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

2. 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).
3. Discuss the benefits of inclusive education clubs for the entire school community.

Expected answers

1. Teachers face many challenges while implementing inclusive education. The three major challenges include:
 - Inadequate skills and knowledge, meaning that teachers do not have sufficient skills and knowledge to teach children with and without disabilities in the same classroom because majority of the teachers are not trained. To overcome this challenges, teachers should have continuous professional training in Special Needs Education
 - Lack of appropriate teaching facilities and other supportive means/ devices. To overcome the challenges, teachers should develop a culture of making instructional materials from available local resources. The schools should also involve the community like artisans in making some assistive devices e.g. Crutches for learners with Physical Disabilities.
 - Negative attitude for some teachers to address diversity, failing to cope with children learning at a slower pace. Awareness campaign should be conducted.
2. Children with and without disabilities are key players in the promotion of inclusive education.
 - Help the students to form groups. Those who oppose the statement should give these arguments like :
 - Students with disabilities are unable to advocate for themselves
 - They have no skills and competence to promote inclusive education due to many obstacles they face.
 - Children without disabilities have no time to support inclusive education
 - Those who support the statement should give the following arguments :
 - We are all human and we should support each other
 - Inclusive education benefits everyone, including those without disabilities
3. Benefits of inclusive education clubs for the entire school community
 - 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)

8.9. Additional activities

8.9.1. Remedial activities

1. Name the core benefits of inclusive education clubs?
2. Give three benefits of inclusive education clubs for learners with and without disabilities
3. Answer with true or false
 - Inclusive education clubs play an important role in fighting discrimination against children with disabilities.
 - Only learners with disabilities should enrol in inclusive education clubs

Expected answers:

1. The core benefits of inclusive education clubs are:
 - Children learn and play together
 - Inclusive education clubs change the negative attitudes towards children with disabilities
 - Socialization can be improved
2. The benefit of inclusive education clubs for learners with and without disabilities
 - 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
3. True
4. False

8.9.2. Consolidation activities

1. Suggest practical solutions to the challenges faced by learners with

disabilities in an inclusive school, focusing on the support to be provided by peers.

2. Discuss how you think an inclusive education club can work. Write it down on a paper

Expected answers:

1. Challenges may include :
 - Discrimination and stigma
 - Low self esteem and confidence
 - Poor academic achievement
- Ways to overcome those challenges include :
 - Train teachers, peers and the school community on inclusive education
 - Include children with disabilities in all school's activities
 - Use differentiated curriculum
2. Inclusive Education club should have its own time. Both learners with and without disabilities should be member of the club. There should be a teacher responsible for the club. The club should have plan of activities to be conducted.

8.9.3. Extended activities:

1. Form a group of ten and dramatize the roles played by an inclusive education club.
2. Inclusive education clubs help to re-build self-esteem in children with disabilities. Yes or No. Explain your choice with concrete examples.

Expected answers :

1. Using dram, students should emphasis on the three iportant role of the Inclusive Education clubs. These are : Changing negative attitude, socialization and emproved self esteem and confidence among children with disabilities.
2. Yes. When children with disabilities and other SEN are welcomed, loved and included their self esteem is improved.

UNIT 9:

ROLE OF MEDIA IN PROMOTING THE EDUCATION OF LEARNERS WITH SEN AND DISABILITIES

9.1 Key Unit Competence

Use media to promote inclusive education

9.2. Prerequisites (knowledge, skills, attitudes and values)

The learners learnt “Roles and responsibilities of school’s parents’ organization (PTAs) in supporting and raising awareness in inclusion of learners with special needs and disabilities” They specifically learnt the role of parents and community in promoting education of learners with SNE and Disabilities: Remind learners about what they have learned. During the lesson, create awareness in learners on the fact that the content in this unit will help the learners to gain knowledge, skills, attitudes and values which will lead them to appreciate the role of media in promoting education of learners with special educational needs and disabilities.

9.3. Cross-cutting issues to be addressed

a. Inclusive Education

This unit involves a range of activities that enhance the spirit of inclusion in learners. These activities require sitting in an inclusive way and doing exercises engaging diversity where everyone is fitting and finding his favourite place.

To make it happen, the teacher can make some arrangements like:

Grouping students: Students with special educational needs together with others and give them roles according to individual student’s abilities. Alternative formats need to be available, including Braille and use large size texts on the blackboard to meet needs of children who are visually impairment. The teacher will also avail picture symbols and visual aids to meet needs of children with communication difficulties and Sign Language for children with hearing impairment. For slow learners, the teacher will need to split the lesson content into small, sequential units. Remember to repeat the main points of the lessons

b. Gender education

The teacher will emphasize on gender roles and dimension. The teacher will focus on equity and gender consideration through participatory approach where both males and females will be active. Clearly, girl and boy students

will be equally helped to develop positive values on their own, support each other, respect each other and build their self-esteem while discussing and learning together.

c. Peace and values education:

The teacher will enable learners to have a better awareness of the root causes of exclusion and fight against it. More particularly, the teacher will promote cohesion and harmony between children with and without disabilities. This is a foundation to build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values towards those who appear to be different.

9.4. Guidance on introductory activity

This introductory activity helps you to engage learners in the role of media in promoting the education of learners with Special Educational Needs and disabilities.

Teacher's activity

- Ask students to read the text and discuss the questions.
- Let the students discuss their findings in the groups.
- Ask any students to present their findings while others are following
- Help students with different problems

Expected answers

1. Based on this history of Rwanda, identify different types of media used to sensitize Hutu extremists to perpetrate genocide?

Expected answer

- Print media (Newspapers and Magazine)
- Broadcasting media (Television and Radio)
- Support media(Internet)

Expected answer

1. How do you explain the influence of media in genocide against Tutsi in 1994? Link that to our lesson and explain how the media can positively or negatively influence the perception of people with disability in the society especially the education of learners with disability or SEN.

Expected answer:

- The mass media played a big role in disseminating hate propaganda

and prepared its listeners for the violence.

- The mass media can also be used to educate the community on how to decently treat people with disabilities.
- Different types of media like Radio, Television, and Newspapers can be used to educate the community on the right to education of children with Special Educational Needs and disabilities.

9.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Role of media in promoting the education of learners with SEN and disabilities	<ul style="list-style-type: none"> – Identify different media channels suitable for communicating inclusive education – Explain the role of media in promoting the education of learners with SEN and disabilities. 	2
2	Positive and negative influence of media in the education of learners with SEN and disabilities.	<ul style="list-style-type: none"> – Explain the positive or negative influence of media in the education of learners with SEN and disabilities 	2

Lesson 1:

Media channels suitable for communicating inclusive education and the role of media in promoting inclusive education

a) Learning objective

- Identify different media channels suitable for communicating inclusive education and explain the role of media in promoting the education of learners with SEN and disabilities.

b) Teaching materials

Students' book, manila, markers, newspapers, computer with internet, radio and TV set

c) Prerequisites/ revision/ introduction

This is the first lesson of the ninth unit “role of media in promoting the education of learners with Special Educational Needs and disabilities” In

this lesson you will learn different types and their role in promoting the education of learners with Special Educational Needs and disabilities. Remind the students about the role of the community in promoting the education of learners with SNE and Disabilities. Help them relate the role of community to the possible role of the media in promoting education of SNE and Disabilities.

d) Learning activities

Teacher's activity

- Group students in groups of three to five students
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Ask the representatives of the groups to present their findings to the rest of the class
- Tell other students to follow carefully the presentations
- Note on the chalk board or manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Activity 9.1

1. What do you understand by the term "Media"? What are some of the communication channels through which we can get information?

Expected answers

- Communication channels through which news, entertainment, education, data or promotional messages are disseminated.
 - We can get information through radio, TV, newspapers or internet
2. What do you think could be the role of radio in promoting education of learners with SNE and Disabilities?

Expected answers

- Radio can be a channel used to educate people on how to decently treat children with SNE and disabilities.
- It can also be used to educate people on the types, causes and treatment of disability.

Answers for self-assessment 9.1

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?

Expected answer

- Print media (Newspapers, magazines)
 - Broadcasting media (Television and radio)
 - Support media (Internet, fax)
2. What is the importance of using mass media in communicating inclusive education?

Expected answer 2

- Media is used to disseminate information that can be helpful in promoting inclusive education
- Provide information
- Spreading awareness and civic responsibility
- Educational programs
- Role as a non-formal agency

Lesson 2:

Positive and negative influence of media in the education of learners with SEN and disabilities.

a) Learning objective

- Explain the positive or negative influence of media in the education of learners with SEN and disabilities

b) Teaching materials

- Students' book, manila, markers, newspapers, computer with internet, radio and TV set

c) Prerequisites/ revision/ introduction

This is the second lesson of the ninth unit “role of media in promoting the education of learners with Special Educational Needs and disabilities” In this lesson you will learn the positive and negative influence of media in promoting education of learners with SEN and disabilities. Remind the students about different types of media and their role in promoting the education of learners with Special Educational Needs and disabilities.

d) Learning activities

Teacher's activity

- Group students in groups of three to five students
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Ask the representatives of the groups to present their findings to the rest of the class
- Tell other students to follow carefully the presentations
- Note on the chalk board or manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Activity 9.2

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

Expected answer:

1. This is an open question, however, consider the following points:
 - Media can help increase awareness throughout society about the realities faced by people with disabilities, reduce stereotypes, prejudices and harmful practices, and promote awareness of their capabilities and contributions.
 - Different media channels can be used to nurture positive perceptions, foster respect for the rights and dignity of persons with disabilities and SEN and promote inclusive societies.

Answer for self-assessment 9.2

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

Expected answer

This is an open answer, however consider the following points:

- The media is effective in change and shaping the views of society about

learners with SEN and disabilities. The media can foster positive behaviour and attitudes towards education of children with SEN and disabilities.

- The media can also have a harmful effect and can be used to disseminate wrong or degrading information about children with disabilities. The media may distort or misrepresent inclusive education issue.

9.6. Summary of the unity

- In this unit, we discussed about the role of the media in promoting education of learners with Special Educational Needs and disabilities. We explained what media is and different types of media. We elaborated on the role of media in promoting inclusive education and finally we discussed on the influence of media in promoting inclusive.
- The definition of media was provided and the types of media were discussed: Media was defined as any communication channels through which news, entertainment, education, data or promotional messages are disseminated. The types of media are print media (magazine and newspapers), broadcasting media (radio and television) and support media (internet, fax, etc.)
- The role of mass media in promoting inclusive education were also discussed: The media can be used to disseminate or provide information, it can be used to spread awareness about different issues pertaining to inclusive education, it can be used to educate the community and change their attitude towards inclusive education and finally the media can be used as a non-formal agency (use internet for example to learn new skills)
- The last lesson of this unit dealt with the positive and negative influence of media in promoting inclusive education. Media can change the way the society view education of children with disabilities. It can create awareness about the realities faced by people with disabilities; reduce stereotypes, prejudices and harmful practices. On the other side, the media can distort or misrepresent issues related to education of children with disabilities.

9.7. Additional information for teachers

- This unit will involve a lot of discussions. Try to be as inclusive as possible. Help all students to participate equally and actively.
- Use a really life experiences to engage students. Bring different newspapers in the classroom and let students discuss how the information in the newspapers can positively or negatively influence people's lives.

- You can equally use recorded radio messages or messages from internet to teach students the role of media in promoting inclusive education.

9.8. End of 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

Expected answers:

1. Media can be defined as any communication channels through which news, entertainment, education, data or promotional messages are disseminated.
2. Print media (The new times Rwanda, Rwanda Education Board Magazine)
3. Broadcasting media (Rwanda Television, TV one, TV 10, Radio Rwanda, Radio Musanze)
4. Support media (BK Techouse, Mango telecom, fastnet, those are examples of companies that provide internet services in Rwanda)

9.9. Additional activities

9.9.1. Remedial activities

1. Name two different types of media that you know?
2. Name three broadcasting media you know and that operate in Rwanda?
3. Answer by true or false:
 - Mass media has both negative and positive influence
 - Radio is categorized among the print media
 - Media can be used to promote education of learners with Special Education Needs and disabilities.

Expected answers

- Print media and broadcasting media
- Radio Rwanda, TV 1, TV 10
- True
- False

- True

9.9.2. Consolidated activities

1. There is old saying within the media fraternity which state that: the media can build or destroy. It can shape society. Explain the validity of this statement with an emphasis on education of children with disabilities.
2. Explain reasons why we should use media in promoting inclusive education?

Expected answers

1. Media can build in the sense that it can be used to increase awareness throughout society about the realities faced by people with disabilities, reduce stereotypes, prejudices and harmful practices. The media can also destroy in the sense that it can be used to misguide the society about the potential of children with disabilities.
2. The media reaches out to many people at once, especially the radio and television
The mass media is influential. Decisions are taken and issues are sorted because of the media.

9.9.3. Extended activities

1. Suppose you want to raise awareness on the issues of high dropout rate of learners with SNE and Disabilities. You decide to involve media. What tips would you use to effectively convey a message to the community and change the situation?

Expected answers

- 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

UNIT 10:

INTRODUCTION TO BRAILLE AND TACTILE MATERIALS

10.1. Key unit competence

Use Braille and tactile materials as alternative communication for learners with visual difficulties

10.2. Prerequisite (knowledge, skills, attitudes and values)

The learners learnt about the Concept of Disability and Inclusive Education in senior three in introduction to History and Citizenship for Rwanda Schools. Review with students these concepts learned but put much emphasize on terms related to visual impairment. During the lesson, let students know that this unit will help them to gain knowledge and skills on the use of Braille as an alternative communication for people with visual impairment.

10.3. Cross-cutting issues to be addressed

The cross-cutting issues to be addressed by this unit include inclusive education; gender education; and peace and values education.

a. Inclusive education

This unit involves a number of activities on research from different sources and experiments that require listening and vision. This may be challenging to students with special educational needs especially children with visual impairment. However, the teacher can do the following:

- Grouping students with special educational needs with others and assign roles basing on individual students' abilities.
- Providing procedure earlier before teaching so that students get familiar with them. They can be embossed or written in Braille depending on available resources. If you have children with low vision remember to print in appropriate fonts.
- Every important point is written and spoken. The written points help students with hearing impairment. Speaking aloud helps students with visual impairment.
- Remember to repeat the main points of the lessons.

a. Gender education

- Involve both girls and boys in all activities: No activity is reserved only for girls or boys.
- Teachers should ensure equal participation of both girls and boys

during teaching and learning Braille as well as during tidying up related activities after the lessons is over.

b. Peace and Values Education

The role of a teacher is to create and promote peace in a learning environment. This cross cutting issue can be integrated at any time in classroom, outside classroom, in school environment and anywhere in life. Teacher should not be a source of conflicts. Learners need to appreciate peace and values and advocate for positive behaviour among them.

10.4. Guidance on introductory activity

This introductory activity helps you to engage learners in the introduction of Braille transcriptions and tactile materials and invite the learners to follow the next lessons.

Teacher's activity:

- In groups or pairs, help learners to choose group representatives.
- Help learners to use books and search further information on the internet to distinguish between the different types of braille equipment.
- Supervise learners while working in groups.
- Ask learners to present what they have done.

The expected answer

1. The learners will choose their group representatives who will represent them in all activities when required.
2. Teacher will assist learners to use internet to search for different types of Braille equipment.
3. The students will do the work in groups.
4. Learners will present the work they did in their groups.

10.5. List of lessons/sub-headings

#	Lesson title	Learning objectives	Number of periods
1	History of Braille and tactile materials	<ul style="list-style-type: none"> - Trace the development of Braille from the 19th Century to date - Name various Braille writing equipment - Identify and explain functions of parts of the Perkins Brailler - Explain the use of and appropriate care for the braille writing equipment 	2 periods
2	Rules of Braille transcription	Explain Rules of Braille materials	1 period
3	Braille grade one alphabet, figures and punctuations	Use Braille Alphabet, figures and punctuations	7 periods
4	End of Unit Assessment	<ol style="list-style-type: none"> 1. Explain briefly the history of Braille 2. What is Jot a dot 3. Which other Braille do you compare with Enta 	

Lesson 1: History of Braille and tactile materials

a) Learning objective

By the end of this lesson learners should be able to discuss the development of Braille from the 19th century to date; name various Braille writing equipment; identify parts and explain functions of parts of the Perkins Brailler; and explain the use and care for the braille writing equipment.

b) Teaching resources

Braille embosser, Perkins brailler , State and stylus, Cubarithme and cubes, Computer with screen readers and with braille translator software, Braille papers, Books, Chalk, Plastic types and arithmetic board

c) Prerequisites/Revision/Introduction

Remind learners that they had learnt about inclusive education and children with visual impairment. Through questions, learners share the knowledge, skills and attitudes acquired in the previous year.

d) Learning activities

Teacher' activities

To facilitate smooth running of the lesson, the following are required:

- Ask learners to do individually activity 10.1 in the student textbooks
- Working individually
- Help the learners to develop critical thinking, research and problem solving skills. Make sure that all students are working. If some of them may have got some difficulties to do the activity, help them. Remember to assist those who are weak but without giving them the answers.
- Invite some students to present their findings to the rest of the students, thus developing communication skills.
- Through challenging questions, harmonize and conclude the lesson.

Answers for activity 10.1

Valentine Haüy (1745-1822)

In 1784 Valentine Haüy 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. Haüy 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 a Frenchman, 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 dot 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.

Answers for self-assessment 10.1:

1. Name various Braille writing equipment
 - Slate and Stylus
 - Braille
 - Jot a dot
 - Braille embosser
 - Thermoform machine
2. Explain the function of the five major parts of the Perkins Braille Keyboard

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

- Line spacer which is used for 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 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 crash 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 slides when the lever is pressed a little and can be pushed to the direction the writer wants it to move.

Lesson 2: Rules of Braille Transcription

a) Learning objectives

Explain rules of Braille transcription

b) Teaching resources

Braille embosser, Perkins brailier , Slate and stylus, Cubarithme and cubes, Computer with screen readers and with braille translator software, Braille papers, Books, Chalk, Plastic types and arithmetic board

c) Prerequisites/Revision/Introduction

As revision, ask students different questions on previous lesson “history of Braille”. Let them know that this lesson will keep them to gain knowledge and skills on rules of transcribing Braille.

d) Learning activities

Teacher’s activity

- Ask learners to do individually activity 10.2. a,b,c,d,e in the student textbooks
- Working individually help the learners to develop critical thinking, research and problem solving skills.
- Make sure that all students are working. If some of them may have some difficulties to do the activity, help them. Remember to assist those who are weak but without giving them the answers.
- Invite some students to present their findings to the rest of the students, thus developing their communication skills.
- Through challenging questions, harmonize and conclude the lesson.

Answers for activity: 10.2. Discuss the importance of having braille transcribing rules

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 page.
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 of dots 3 and 6 at the end of any braille line indicates the continuation of a word to the following line.

Answers for self-assessment 10.2

1. List down at least 5 rules of transcribing braille

- It is most important that each example given should actually be written several times for practice.
- 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.

- When transcribing given exercises start a new braille line for each print line shown.
- The braille page number should be put at the top right hand of the page.
- The Practices should be given to your teacher for marking.

Lesson 3: Braille grade one alphabet, figures and punctuation marks

a) Learning objective

Use Braille alphabet, figures and punctuation marks

b) Teaching resources

Braille embosser, Perkins brailier , Slate and stylus, Cubarithme and cubes, Computer with screen readers and with braille translator software, Braille papers, Books, Chalk, Plastic types and arithmetic board.

c) Prerequisites/Revision/Introduction

In previous lesson, students learned different rules to transcribe Braille. As revision, recall on that lesson and ask students questions. After revision, encourage students to be more attentive because they are going to start the practice part.

d) Learning activities

Teacher's activity

- Ask learners to do individually activity **10.3** in the student textbook
- Make sure that all students are working. If some of them may have some difficulties to do the activity, help them. Remember to assist those who are weak but without giving them the answers.
- Invite some students to present their findings to the rest of the students, thus developing their communication skills.
- Through challenging questions, harmonize and conclude the lesson.

kettle kill kilt kiss knock
 knot kit lock lodge look loop
 loose loss lots miss mask mate
 mock moan magpie mess moon
 moor mortal moss motor mop
 moat nod notes neglect nettles
 nitra neck objects oats
 oranges orphan omit old poor
 prisons proposes pockets
 police room report receipt
 rector rocks rod snort socks
 solemn sort sport second tool
 tomato topple total traitor top

Answers activity 10.3.c

Explain how you form letter U to Z and why letter W is not included in this format.

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:

k	l	m	n	o
⠠	⠠	⠠	⠠	⠠
u	v	x	y	z
⠠	⠠	⠠	⠠	⠠

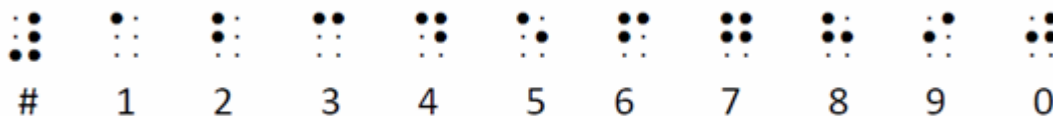
w ⠠ is out of place because braille is of French origin, and there is no letter w in French.

u	dots 1 3 and 6	x	dots 1 3 and 4 6
v	dots 1 2 3 and 6	y	dots 1 3 and 4 5 6
w	dots 2 and 4 5 6	z	dots 1 3 and 5 6

Answers for activity 10.3.d

Write down 1 to 10 and four mathematical signs

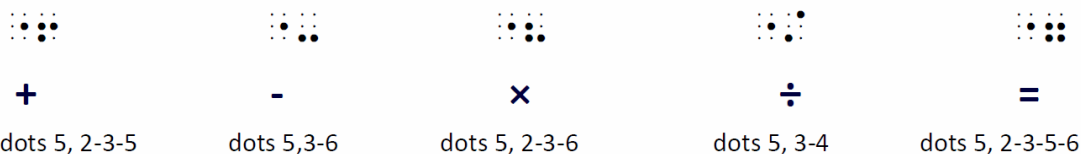
Numbers from 1 to 0



Mathematical signs

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

Math Symbols



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

Examples:

Braille representation of the equation: 50 + 10 = 60

Braille representation of the equation: 3 × 8 = 24

Braille representation of the equation: 17 + 12 = 29

$$92 - 68 = 24$$

$$92 - 68 = 24$$

$$51 \div 3 = 17$$

$$51 \div 3 = 17$$

$$25 \times 4 = 100$$

$$25 \times 4 = 100$$

Answers for self-assessment 10.3.d

Write the following numbers in print

$$3$$

3

$$8$$

8

$$12$$

12

$$17$$

17

$$29$$

29

$$5 : 1 = 5$$

5: 1 = 5

$$6 - 3 = 3$$

6 - 3 = 3

A row of five Braille characters representing the equation 15:3=5. The first character is 15 (dots 1, 2, 3, 4, 5), the second is 3 (dots 1, 2, 3), and the third is 5 (dots 1, 2, 3, 4, 5). The fourth character is a colon (dots 1, 2, 3, 4, 5, 6) and the fifth is an equals sign (dots 1, 2, 3, 4, 5, 6).

15: 3 = 5

A row of five Braille characters representing the equation 3x4=12. The first character is 3 (dots 1, 2, 3), the second is a multiplication sign (dots 1, 2, 3, 4, 5, 6), the third is 4 (dots 1, 2, 3, 4), the fourth is 12 (dots 1, 2, 3, 4, 5, 6), and the fifth is an equals sign (dots 1, 2, 3, 4, 5, 6).

3 x 4 = 12

A row of five Braille characters representing the equation 16+6=22. The first character is 16 (dots 1, 2, 3, 4, 5, 6), the second is a plus sign (dots 1, 2, 3, 4, 5, 6), the third is 6 (dots 1, 2, 3, 4, 5, 6), the fourth is 22 (dots 1, 2, 3, 4, 5, 6), and the fifth is an equals sign (dots 1, 2, 3, 4, 5, 6).

16 + 6 = 22

A row of five Braille characters representing the equation 4-4=0. The first character is 4 (dots 1, 2, 3, 4), the second is a minus sign (dots 1, 2, 3, 4, 5, 6), the third is 4 (dots 1, 2, 3, 4), the fourth is 0 (dots 1, 2, 3, 4, 5, 6), and the fifth is an equals sign (dots 1, 2, 3, 4, 5, 6).












4 - 4 = 0

A row of five Braille characters representing the equation 5x3=15. The first character is 5 (dots 1, 2, 3, 4, 5), the second is a multiplication sign (dots 1, 2, 3, 4, 5, 6), the third is 3 (dots 1, 2, 3), the fourth is 15 (dots 1, 2, 3, 4, 5, 6), and the fifth is an equals sign (dots 1, 2, 3, 4, 5, 6).

5 x 3 = 15

Answers for activity 10.3.e

Discuss with your colleagues the punctuation marks that you know.

Sign	Meaning
	, comma
	; semicolon
	: colon
	. Period or full stop
	! Exclamation mark or exclamation point
	? Question mark or query
	« or “ Opening double quotation mark
	» or ” Closing double quotation mark
	' Apostrophe
	 () Opening and closing brackets

Answers for self-assessment 10.3.f

Write the following sentences in print

Did you buy the packet of candles? Yes, I have put them on the top of the desk at the office so that you can use them as you want them; but if you do not want them all will you hand me half of them back as they will prove handy for us at home? I like my coffee black, but other people do not!

Did you buy the packet of candles? Yes, I have put them on the top of the desk at the office so that you can use them as you want them; but if you do not want them all will you hand me half of them back as they will prove handy for us at home? I like my coffee black, but other people do not!

The story (which we will soon complete) is filled with horror. Yesterday, Mugisha read the book which was written by Rwanda Education Board (REB). University of Rwanda College of Education (URCE) is located in Kayonza district, Gahini sector and Urugarama cell.

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“Show me the town on the map!” he cried; “they assured me that the river, which flows outside it, is crowded with boats, and that people have caught perch and trout too.” I laughed. “Of course I will,” I replied, now thoroughly amused. “Though I have serious doubts whether you will catch any trout.” “It’s a wicked shame!” he shouted out.

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Frederick loathed the bitter northern climate: that is why he soon moved south. The seductive perfume of flowers filled the night air. “Let’s see,” pondered Herbert, “it’s four more weeks till school is out.” Any adverse criticism of America’s foreign policy makes Philip angry.

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10.6. Summary of the unit

In this unit we looked at the historical background of Braille, how it was developed by different people who were Valentine Haüy (1745-1822), Charles Barbier (1767-1841) and Louis Braille (1809- 1852). Braille was accepted two years after the death of Louis Braille. We looked at different types of Braille equipment: these were; Perkins Brailier, Jot a Dot, Marburg, state and stylus, etc.

Different types of rules governing Braille were also discussed. Some examples are; The Practices should be given to your teacher for marking; A number sign must be written before any number to differentiate it from letters of the alphabet; All punctuation marks must be written immediately after the words they follow without any spacing; 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; The use of dots 3 and 6 at the end of any Braille line indicates the continuation of the word to the following line; among others.

Learners were introduced to letters of alphabet in Braille, punctuation marks, numbers and mathematical operation signs. Different activities, self-evaluation and end of unit assessment were given to learners. Evaluation and feedback were given to learners.

10.7. Additional Information for teachers

- This unit 10, Braille and Braille and tactile materials is helpful for sighted teachers who teach visual and non-visual impairment learners.
- This unit is more about discussions and engagement. For successful Learning and teaching, try to involve students as much as possible.
- Use different materials like state and stylus, Perkins Braille machine, Braille embosser, Cubarithme and cubes, Braille papers, books, chalk, Computer with screen readers and with Braille translator software, Plastic types and arithmetic board to write Braille.
- Encourage students to use internet and any other locally available materials to learn more about the Braille transcriptions and tactile materials.
- Make your lessons more inclusive (Use multisensory teaching approach) and make sure that every learner despite their abilities and differences are learning.

10.8. End of unit assessment

1. Explain briefly the history of Braille.

In 1784 Valentine Haüy (1745-1822) founded the first school for the blind in Paris and realized that the development of a method of reading and writing was a precondition for providing any systematic and meaningful education to persons who were blind. Haüy 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, they were talking to the fingers the language of the eyes.

Charles Barbier (1767- 1841) was an army officer in the French army and an engineer. He needed to send messages without being discovered at night. This could only be done by touch and it is on 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) who was also a Frenchman 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 dot 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.

2. What is Jot a Dot?

Jot a Dot is an electronic mini Braille writing machine also referred to as “Pocket Braille” developed in Australia. This is a portable braille device and is one of the most recent forms of note taking machines for persons who are blind. It uses light paper as opposed to the other braille devices which must use the heavy Braille Paper.

3. Which other braille device do you compare with Erika?

It is compared with Jot a Dot.

4. Describe how slate and stylus are used in writing Braille

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.

5. Explain why the use of these equipment can be difficult for beginners

It is difficult for beginners to use the braille equipment without enough training because most of them are not used in the same way for example the style you write from right to left, then read your work from left to right.

6. List any four basic ways of caring and maintaining a braille writing machine

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

7. Write down any 3 rules of Braille transcription that you know.

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 page.
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.

8. 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.
9. Ensure the completed work for marking is well protected so the dots are not flattened in transit.
10. Dot 5 is used as a mathematical hyphen when it is necessary to divide a mathematical expression at the end of a braille line.
11. A number sign must be written before any number to differentiate it from letters of the alphabet.
12. All punctuation marks must be written immediately after the words they follow without any spacing.
13. 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
14. The use of dots 3 and 6 at the end of any braille line indicates the continuation of the word to the following line.

8. Where should the page number be written on braille pages?

It should be written on the top right hand side.

9. Why should a sighted person read Braille using her/ his eyes?

This is because they can see and their fingers may take time to be sensitive to the braille dots as compared with the blind person who uses his/her fingers in all activities involving vision.

10. Write down the dots for the following letters: b F i L R P u m x W

b  dots 1,2

F  dots 6, 1,2 and 4

i  dots 2 and 4

L  dots 6, 1,2,3

R  dots 6, 1,2,3 and 5

P  dots 6, 1, 2, 3 and 4

u  dots 1, 3 and 6


m  dots 1, 3 and 4

x  dots 1, 3 and 4, 6

W  dots 6, 2 and 4, 5, 6


11. Give **the dots** for the following mathematical signs: + - x = /

+  dots 5, 2, 3 and 5

-  dots 5, 3 and 6

X  dots 5, 2, 3 and 6


=  dots 5, 2, 3 and 5, 6

/ or  dots 5, 3 and 4


12. List down any 4 punctuation marks that you know.

Sign

Meaning


 , comma; non-Latin letter indicator

 ; semicolon

 : colon

 . period

 ! exclamation point

 “ ” ? opening double quotation mark; question mark

 ' apostrophe

13. Write the following sentences in print:

Go to town and buy 5 books.

I've finished my work, therefore I need to rest.

Oh! What a beautiful girl you are?

"BOOM!" The test tubes exploded.

Beth said: "I want to go to the market to buy mangoes, oranges, potatoes and tomatoes."

"HAVE YOU SEEN THE WASHING MACHINE?" yelled MBERIMANA.

Dates are transcribed as printed; as in print.

Go to town and buy 5 books.

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"BOOM!" The test tubes exploded.

Beth said: "I want to go to the market to buy mangoes, oranges, potatoes and tomatoes."

"HAVE YOU SEEN THE WASHING MACHINE?" yelled MBERIMANA.

Dates are transcribed as printed; as in print.

10.9.2. Consolidation activities

1. Debraille (write in print) the following sentences

“The Tempest” is full of striking imagery.
She gave Butch a withering look and exclaimed, “I wish you’d bathe every
now and then!”

Provide the necessary materials (Perkins Braille, embosser, slate, stylus,
etc.)

Please! Group students in small groups of 3 to 5 students.

6 – 3 = 3
16 + 6 = 22

3 x 4 = 12

15 : 3 = 5

6 – 3 = 3

16 + 6 = 22

Answer:

“The Tempest” is full of striking imagery.

She gave Butch a withering look and exclaimed, “I wish you’d bathe every
now and then!”

Provide the necessary materials (Perkins Braille, embosser, slate, stylus,
etc.)

Please! Group students in small groups of 3 to 5 students.

$$6 - 3 = 3$$

$$16 + 6 = 22$$

$$3 \times 4 = 12$$

$$15 : 3 = 5$$

2. Debraille (write in print) the following sentences

Howse, J., Kathy, R., and Leona, H. (2013). Unified English Braille: Australian Training Manual. Australia: Round Table on Information Access for People with Print Disabilities Inc.

Howse, J. (2006). Unified English Braille Primer. Australia. The NSW Department of education and Training Publisher.

Mwaura, M., and Mweu, J. (2009). Braille I (Basic English Braille). Kenya Institute of Special Education.

Answer:

- Howse, J., Kathy, R., and Leona, H. (2013). Unified English Braille: Australian Training Manual. Australia: Round Table on Information Access for People with Print Disabilities Inc.
- Howse, J. (2006). Unified English Braille Primer. Australia. The NSW Department of education and Training Publisher.
- Mwaura, M., and Mweu, J. (2009). Braille I (Basic English Braille). Kenya Institute of Special Education.

3. Write the following paragraph in Braille

International, regional, national laws and policies that support inclusive Education were discussed. These laws and policies include: The Universal Declaration of Human Rights, The World Conference on Education for All (EFA) also referred to as the Jomtien Declaration, The Salamanca Statement on Inclusive Education, Dakar Framework of Action, The Convention of the Right of Persons with Disabilities, The Incheon Declaration, Regionally, article 17 of the African Charter on Human and Peoples Rights and The Constitution of the Republic of Rwanda of 2003 as amended in 2015.

Answer:

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10.9.3. Extended activities

Answer the following questions (a-g) by True or False

1. The role played by Valentine Haüy, Charles Barbier and Louis Braille in the development of Braille writing is still important all over the world.

Answer: True

2. A sighted person reads Braille by sight rather than by touch. However, good braille 'feels' right rather than 'looks' right.

Answer: True

3. The mathematical sign + is written by dot 5, 3 and 6 dots in Braille

Answer: False

4. A number sign must be written before any number to differentiate it from letters of alphabet.

Answer: True

5. All punctuation marks must be written immediately after the words they follow without any spacing. True

Answer: True

6. 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.

Answer: True

7. Braille grade one alphabet, figures and punctuations are not important in Braille writing.

Answer: False

UNIT 11:

INTRODUCTION TO RWANDAN SIGN LANGUAGE AND DEAF EDUCATION

11.1. Key unit competence

Use Rwandan Sign language to communicate with the persons with Hearing Difficulties

11.2. Prerequisite (knowledge, skills, attitudes and values)

During the lesson, let the learners understand that this unit will help them appreciate the effort of different people who contributed to the development of History of Rwandan sign Language and Deaf Education. They will also learn the characteristics of the person with hearing Difficulties and therefore they will get to learn how to communicate with the person with Hearing Difficulties. Emphasis that this unit will equip students with knowledge, skills, attitude and values to become sign language specialists.

11.3. Cross-cutting issues to be addressed.

a. Inclusive Education

This unit involves a lots of discussions and lecturing. This may not favor learners with learning difficulties, with Visual Impairment, Hearing Impairments and Physical Disabilities (Ex: Cerebral Palsy). To facilitate these learners, teachers may use the following accommodations to help them participate actively:

- For learners with **Learning Difficulties**: Use simple words, use videos and images where necessary, break down the content into smaller steps. Groups learners in small groups and help them when discuss and present their work
- For learners with **Hearing Impairments**: Use sign language interpreter, and use images and videos with captions. You may also use a Power Point Presentation. To visually illustrate the content.
- For learners with **Visual Impairment**: Provide notes early enough and in appropriate format (Braille for blind and large print for learners with Low Vision). Speak loudly and face the learner as you speak to facilitate lip readers. Remember to highlight the important message from each sub unit.
- For learners with **Physical Disabilities**: Let them answer short questions and provide alternative ways of answering oral questions. (eg: Give them option to provide their answers in written form

rather than oral). Arrange the classroom in a way that facilitate their movement as they are moving to join groups or as they move to give their presentations

b. Gender Education

Let the learners know that anyone from the group irrespective of gender can present during the work presentation. Let them know that girls and boys can all be group leaders

c. Peace and Value

During the discussions, encourage the learners to respect each and every one opinion and argument. Let them appreciate that learners with Hearing Difficulties can participate equally as their peers without Hearing Difficulties.

11.4. Guidance on introductory activity

This introductory activity helps you to engage learners in Introduction to Rwandan Sign language in Africa, in Rwanda and Deaf Education.

Teacher's activity:

- Ask students to read and discuss the questions.
- Let the students discuss their findings in the groups.
- Ask any students to present their findings while others are following
- Help students with different problems.

Expected answers:

- **Describe Sign Language as a medium of communication.**

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. What does this mean to you?**

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. Discuss**

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.

11.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	History of sign language in Africa and in Rwanda (Andrew Foster).	-Describe background of Rwandan sign language as an alternative means of communication.	2
2	Rules of Rwanda Sign Languages	Apply rules guiding Rwandan Sign Language,	2
2	Basics of Rwandan sign language	- Basic alphabet and words, ways of signing. -Practicing alphabet, Basic Rwandan Sign Language and words -Finger Spelling & spelling Words -Signing the simple words	8

Lesson 1: History of sign language in Africa and in Rwanda

a) Learning objective

Describe background of Rwandan sign language as an alternative means of communication

b) Teaching resources

Students' book, Manilla, markers, computer and projector, CDs ,TV, other Concrete material

c) Prerequisites/ revision/ introduction

This is the first lesson of the eleven unit” Introduction to Rwandan Sign Language”. In this lesson you will learn background of Rwandan sign language as an alternative means of communication in Education. Let them discuss about history of Sign Language in Africa and in Rwanda. The first thing to do before starting teaching is to remind students that they have learnt Introduction of Rwandan Sign Language in Africa and in Rwanda.

d) Learning activities

Teacher’s activity:

- Ask students to individually respond to the first question
- Groups students in small groups of between three to five students. Remember to mix groups with slow and fast learners.
- Provide the necessary and appropriate materials
- Move around to see whether they are all participating equally
- Assist those with difficulties by providing some clues but not answers
- Ask any students from the group, to come and present the findings to the rest of the class
- Engage other students to ask questions or to provide support to the presenter.

Expected answers:

Activity 11.1.

1. Sign Language is a system of communication using visual gestures and signs, as used by deaf people
2. 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.
3. The best way to teach deaf students is to use their language which is Sign Language.

Answers for self-assessment 11.1

1. The Father of Sign Language in Africa is Dr. Andrew J. Foster
2. Yes. They have their own culture. Because they have their own

language and we cannot separate culture from language.

3. He set up his first school in Western Africa in Ghana 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

Lesson 2: Rules guiding Rwandan sign language

a) Learning objective

Apply rules guiding Rwandan Sign Language, basic alphabet and words.

b) Teaching resources

Students' book, Manilla, markers, computer and projector, Finger spelling alphabet chart, CDs or flash disk of Basic Rwandan Sign Language, Rwandan Sign language Dictionary, TV .

c) Prerequisites/ revision/ introduction

This is the second lesson of the eleven unit" introduction to Rwandan Sign Language and Deaf Education. Remind the students what deaf education means and what sign language is.

d) Learning activities

Teacher's activity:

- Ask learners to work in pairs and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the pairs to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Activity 11.2.1.

1. Explain how you should behave when you are communicating with

deaf person?

- Maintain eye contact when talking to the person or learner.
- 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
- Do not be more than 2 meters away from the learner
- Do not cover your mouth while speaking
- Speak naturally without exaggerating lip movement

Answer for self-assessment 11.2

1. Maintain eye contact when talking to the person or learner.
2. Always face the source of light for visibility
3. Do not talk while the face is turned away
4. Keep your face at the same level with the learner
5. Do not be more than 2 meters away from the learner

Lesson 3:

Basics of Rwandan sign language

a) Learning objectives:

- Practicing alphabet, Basic Rwandan Sign Language and words
- Finger Spelling & spelling Words
- Signing the simple words

b) Teaching resources

Students' book, Manilla, markers, computer and projector, Finger spelling alphabet chart, CDs or flash disk of Basic Rwandan Sign Language, Rwandan Sign language Dictionary, TV.

c) Prerequisites/ revision/ introduction

This is the third lesson of the eleven unit" introduction to Rwandan Sign Language and Deaf Education. Remind the students what deaf education means and what is sign language.

d) Learning activities

Teacher's activity:

- Ask learners to work in pairs and write answers in their books
- Provide the necessary materials
- Move around in silence to monitor if they are having some problems
- Remember to assist those who are slow and if possible break the content into smaller steps
- Invite the pairs to present their findings to the rest of students
- Tell other students to follow carefully the presentations
- Note on the chalk board or Manila paper the student's ideas
- Provide extra explanation on incomplete or incorrect answers
- Harmonize, synthesize the learned knowledge and engage students to make a conclusion

Answers for activity 11.3

1. I would waive or twist the hand, like



2. Show food and do sign that show that I want to eat, like..

Sign for "Eat"



3. Fingers

Answers for self-assessment 11.3

- 1) No.

a) Finger Spell these names and words: children, sister, write

Children:



Sister:



Write:



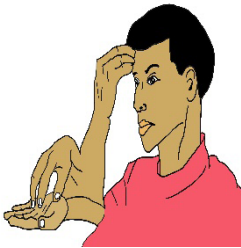
Name:



Book:



Learn:



11.6. End of Unit Assessment

1. Write down any 2 characteristics of the Deaf community.
 - 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
2. What is the sign of these words:



- Love



- Who



- Jesus



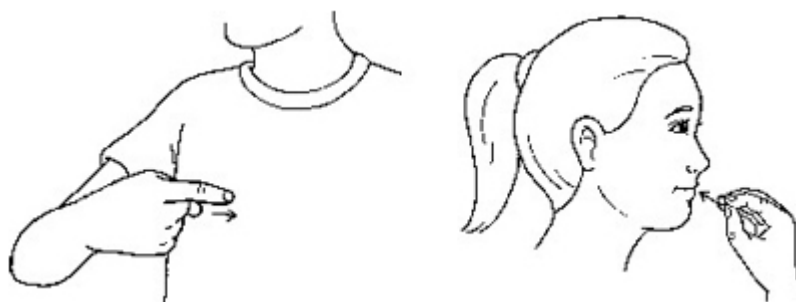
- Big



- Family

3. Sign the following sentences then Change them into Sign Language:

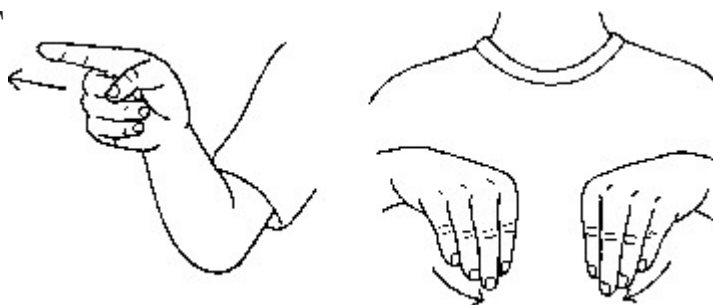
-I eat



Sign:

Sign Language: ME EAT

-He sells.



Sign:

4. Who is the father of Sign Language in Africa?

Dr. Andrew J. Foster (1925-1987)

5. Write down 4 Rules to consider when using Rwandan Sign Language?

- a. Maintain eye contact when talking to the person or learner.
- b. Always face the source of light for visibility
- c. Do not talk while the face is turned away
- d. Keep your face at the same level with the learner
- e. Do not be more than 2 meters away from the learner
- f. Do not cover your mouth while speaking
- g. Speak naturally without exaggerating lip movement
- h. Sign language grammar is different from spoken language grammar
- i. Is Sign language only used by the Deaf people?

6. Write down any ten of Alphabet that you know

A ;B ;C ;D ;E ;F ;G ;H ;I ;J ;K ;L ;M ;N ;O ;P ;Q ;R ;S ;T ;U ;V ;W ;X ;Y ;Z

11.7 Additional Information for Teachers

- This unit is more about discussions and engagement. For successful Learning, try to involve students as much as possible.
- Use of book, Manilla, markers, computer and projector, Finger spelling alphabet chart, CDs or flash disk of Basic Rwandan Sign Language, Rwandan Sign language Dictionary, Television.
- Encourage students to use internet and any other visual resources to learn more about the Rwandan Sign Language and Deaf Education.
- Make your lessons more inclusive (Use multisensory teaching approach) and make sure that every learner despite their abilities and differences are learning.

11.8. Summary of the Unit

This unit covered to introduction of Rwandan Sign Language and Deaf Education. Dr. Andrew J. Foster, a Deaf African American called “Father of Deaf Education in Africa,” and his colleagues. This is also the ethnography of African Deaf communities based on cultural anthropological fieldwork conducted in 5 African countries for 10 years (Ghana, Nigeria, Benin, Cameroon and Gabon).

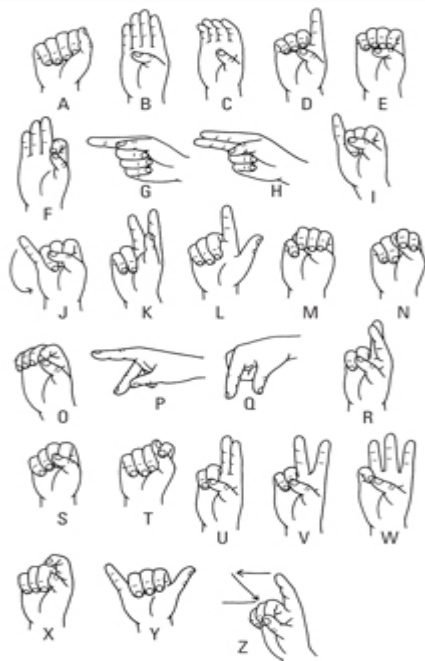
Dr. Andrew J. Foster (1925-1987) an African American who was born in Alabama State of the United States of America. He became deaf when he was 11 years old. He is known as the first African American graduate from Gallaudet College, the college for Deaf people in America. He flew to West Africa in 1957, started his missionary activities including foundation of schools for the deaf that had been continued for 31 years and did great contributions for the development of deaf education in Africa. He passed away in a plane crash in Rwanda in 1987. He is respected as “Father of Deaf Education in Africa” among Deaf communities still now.

The Rwandan National Union of the Deaf (RNUD) , the 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.

Rules and basics of Rwandan sign language

1. Maintain eye contact when talking to the person or learner.
2. Always face the source of light for visibility

3. Do not talk while the face is turned away
4. Keep your face at the same level with the learner
5. Do not be more than 2 meters away from the learner
6. Do not cover your mouth while speaking
7. Speak naturally without exaggerating lip movement
8. Sign language grammar is different from spoken language grammar



Basic Rwandan sign language (words)



Which

Thanks

Learn

End of Unit Assessment covered different activities, Self-assessments and their answers.

11.9. Additional Activities (Questions and Answers)

11.9.1. Remedial Activities

a. Does sign language exist in Rwanda?

Answer: yes.

b. Write down any three letter of alphabet that you know.

Answer: a b c d e f g h i j k l m n o p q r s t u v w x y z.

c. Fingerspell these words:

SIR



Answer:

TEA



Answer:

d. Give the words of these signs.



Answer: Thanks



Learn

11.9.2. Consolidation Activities

a. Explain how you should behave when you are communicating with deaf person?

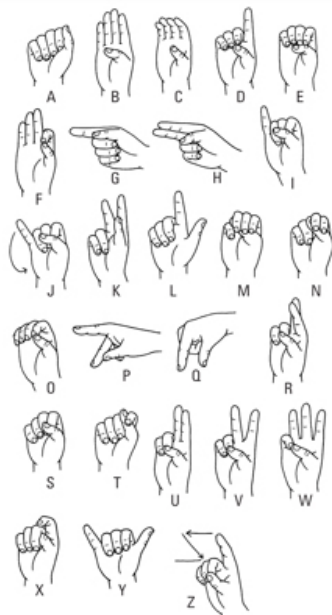
Answers:

- Maintain eye contact when talking to the person or learner.
- Always face the source of light for visibility
- Do not talk while the face is turned away

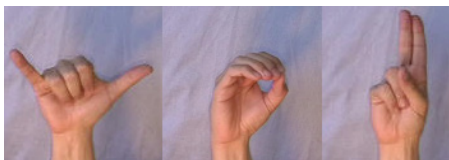
- Keep your face at the same level with the learner
- Do not be more than 2 meters away from the learner
- Do not cover your mouth while speaking
- Speak naturally without exaggerating lip movement
- Sign language grammar is different from spoken language grammar

b. Fingerspell alphabetically all letters in Rwanda sign language.

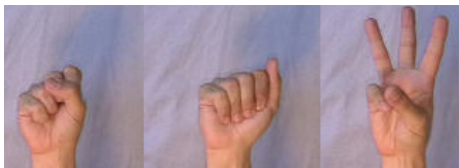
Answer:



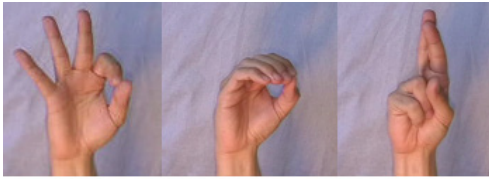
c. Write the words of the following finger spellings



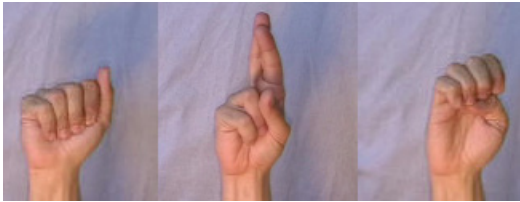
Answer: you



Answer: saw



Answer: for



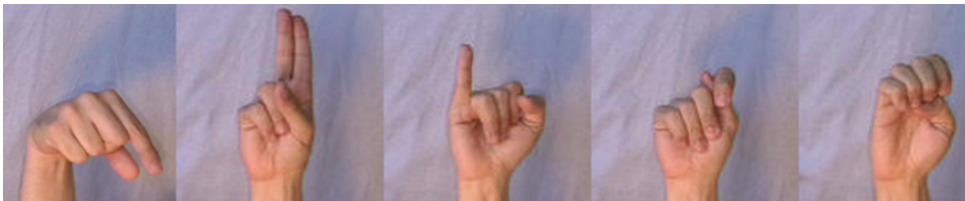
Answer: are



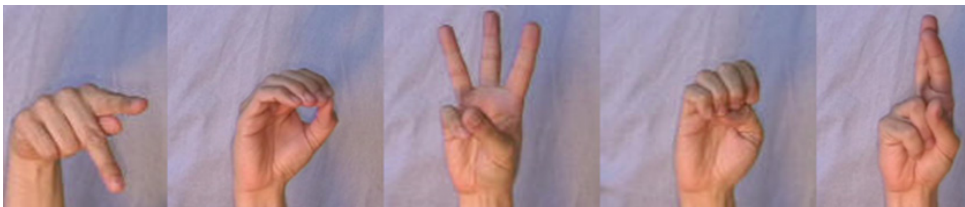
Answer: right



Answer: ready



Answer: quite

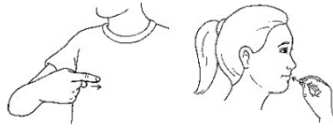


Answer: power

d. Sign these sentences

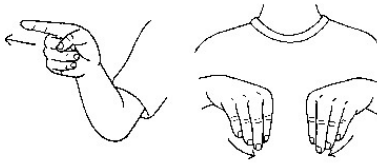
-I eat.

Answer:



-He sells.

Answer:



11.9.3. Extended Activities

1. Who is the father of Deaf Education in Africa?

Answer: Dr. Andrew J. Foster

2. What is the deaf community?

Answer: A deaf community is a critical component of deaf culture and the deaf identity (Language and culture is inseparable).

3. Briefly explain how history of Sign Language (SL) has evolved in Rwanda.

Answer: The Rwandan National Union of the Deaf (RNUD) leads to advocate for the recognition of Rwandan Sign Language as an official language. They are also developing a Rwandan Sign Language dictionary.

4. The Rwandan National Union of the Deaf (RNUD) leads to advocate for the recognition of Rwandan Sign Language as an official language.

True or False

Answer: True

5. As Rwandan Sign Language is a visual language, appropriating lighting, to converse with a Deaf Person in a bright enough places.

True or False

Answer: True

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