Introduction to Special and Inclusive Education
Preface

This training resource is a combination of different documents and successful practices recognized by trainers and experts around the world.

Enabling Education Network (EENET) made the documents available to a wider audience, particularly in developing countries.

Three core documents have been used for this training resource:

- “Inclusive Education Training in Cambodia: In-service teacher training on disability and special needs issues”, Disability Action Council Cambodia, 2003

Minor adaptations of these materials have been made to suit the Rwandan context and the trainees’ experience:

- Case studies, whilst still conveying the same messages, have been adapted in order to be relevant to the context in which trainees live and work.
- The time allocated to certain sections has been extended or reduced, depending on trainees' needs and existing knowledge.
- Some activities and task ideas have been substituted.
- The document layout has been redesigned in order to further simplify the work of trainers.
Acknowledgments

This self-instructional manual is the result of joint efforts by and support from many individuals and organizations.

Handicap International Rwanda Program would like to thank and appreciate the Ministry of Education of Rwanda for granting permission to produce this manual for training teachers in Special and Inclusive Education.

In particular, sincere thanks go to the following persons and organizations for their contribution and support during the development of this manual:

- UNICEF, for financing the project of promoting inclusive education in Rwanda, implemented by Handicap International Rwanda and partners
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- Dr Evariste Karangwa, for the assistance he provided in all areas of production of this manual and the technical advice he granted.

In general, sincere appreciation is addressed to all those who have participated in various ways during the production, design and research of the final document.

We hope that the manual will be of great support to the country’s continued search for equal opportunities for all youth who have been educationally and socially marginalized.

Marc Vaernewyck
Program Director
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Introduction to Special and Inclusive Education

In the last decade, the Government of Rwanda has adopted a vision that stresses education as a pillar to develop human resources as the country’s major and valuable capital. In this respect, a strong emphasis was put on Education for All (EFA), and hence on promoting education for all children without discrimination. This includes those living with disabilities and other special educational needs.

The Constitution and the Law No 01/2007 of 20th January 2007 expressed these important policy goals and objectives. To this end, the Government of Rwanda calls upon everybody – public or private, or NGOs working with people with disabilities – to join efforts to promote special and inclusive education. Among others, Handicap International is implementing its project entitled “Promotion of Inclusive Education for Children with Special Educational Needs”.

However, challenges have been identified, notably the lack of adequate human and material resources, illiteracy, and the negative cultural beliefs that still constitute barriers. Handicap International Rwanda is therefore helping specialized centers to become resource centers for ordinary schools, with the latter becoming inclusive. This empowerment has a great impact on socio-economic transformation and progressive education as well. This initiative will be a model in schools where the project is operating but ultimately across the whole country.

In Rwandan society, as in developing countries in general, the rates of school drop-outs and repetition are known to be high. These rates are characterized by the exclusion of slow learners who fail to perform as expected, those who fail to attend the full school cycle, or those with varying disabilities.

In the MINEDUC EFA Plan of Action (2002: p.28), it is agreed that almost 25% of Rwandan children were not at school in the academic year 2001/02. In the previous year, the rate of those who repeated was 31,8%; the rate of those promoted was 54%; and the rate of drop-out from schools was about 14,2%.

Each individual school and region may have its own challenges and specifications.

In other areas, especially rural, girls are not attending school at the same pace and rate as their brothers. In some cases, gifted and talented children are often misunderstood, and are punished as undisciplined children which may result in school drop-out. Worse still, children with disabilities are hidden or considered as God’s punishment, and are thus rejected and excluded.

Educators are urged to change their mindset. They are advised to adapt the curriculum to each learner’s educational needs and to help them develop their full intellectual potential. “Learning is also changing behavior”, and by incorporating children with special educational needs into the ordinary school system, they are helped to grow and develop like their peers and siblings.

What is in this manual?

This manual’s primary objective is to help teachers acquire awareness and basic skills in special and inclusive education. This covers, for instance: the general background of special educational needs; identifying interventions; teaching and learning methodologies; creating a learning-friendly environment; and developing teaching and learning materials and assistive devices.

The manual provides teachers with an important package, enabling them to handle effectively children who were formerly marginalized, so they can become active learners.
In every part and unit of this manual there are case studies relating to the reality of the Rwandan situation. At the end of every lesson there is some practical work, aimed at evaluating individual learning either through working alone or in peer groups. There are also videos which reinforce the theoretical learning.

The manual tackles different categories of children with special educational needs, such as sensorial impairments, intellectual impairments, physical impairments and behavioral disorders.

**Learning objectives**

By the end of the training, trainees should be able to:

- define special and inclusive education
- analyze the current situation of inclusive education in Rwanda and the challenges faced by children with special educational needs
- identify different categories of disabilities and identify causal factors
- correctly intervene, choose appropriate methodologies, and adapt teaching and learning materials for children with special educational needs
- create a learning-friendly, inclusive environment for children with special educational needs.

**Learning resources**

Videos cover the following themes:

- Developing Inclusive Education in South Africa
- Inclusion of students with impairments, illustrated by examples from Kenya and Uganda
- Methodology, illustrated by examples from primary schools in Uganda.
Part 1: Defining Special Needs

Unit 1: Case studies of children with special needs

Aims

By the end of this unit, trainees should be able to:
- explore and define special needs
- analyze some of the difficulties faced by children.

Estimated time: 2 hours

Brainstorm: “Who are children with special needs?”

1. Write this question on the board: “Who are children with special needs?”
2. Trainees call out their ideas and the trainer writes their ideas on the board.

NOTE: The trainer must NOT correct the trainees’ ideas or give them any answers.

Case studies of children with special needs

1. Tell trainees to get into groups of four to five people (each group chooses a team leader and a secretary).
2. Give each group a copy of the case study.
3. Tell the trainees to read the case study and discuss this question in their groups: “What are the difficulties faced by this child?”
4. Monitor the trainees.
5. Call on one person from each group to come, in turn, to the front to tell the others the answer to the question for one case study.
6. Write notes on the board in the form of a table and check if the rest of the class agrees.

<table>
<thead>
<tr>
<th>Case study</th>
<th>Difficulties faced by the child</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

7. Ask the trainees if they know of any children who have difficulties like these children.
8. Listen to the trainees’ stories of children they know with similar difficulties.
9. Ask the trainees: “Which of these children have special needs?”

Answer: All of them.
Handout: Case studies

Case study 1

Kalisa is seven years old. When Kalisa was younger his parents thought he was very clever, so they were anxious to send him to school. However they are disappointed with Kalisa. He has had to repeat Grade One. His teacher says that Kalisa is clever but that he is lazy and careless. He only concentrates when he likes the subject. So, for example, Kalisa is very good at math and drawing but he is always making mistakes in Kinyarwanda. He writes some letters back to front and his spelling is terrible. His teacher is often angry with Kalisa. He can't understand why Kalisa is so good at math and so bad at Kinyarwanda. At the end of the year he was not able to write “b” when it is connected with “d”.

Case study 2

Mukamana is eight and lives with his parents in Butare. Mukamana’s parents are Rwandese but they came from Congo where Mukamana was born. At home his parents speak mainly Swahili, although Mukamana does speak Kinyarwanda as well. His parents work hard to find the money to send Mukamana to school, but in school Mukamana is miserable. All he has to do is open his mouth and the other children make fun of his accent and his poor ability to speak Kinyarwanda. They don’t play with him and the older boys pick fights with him too. Mukamana knows how important it is to stay at school so at least one in his family will have the education to get ahead. But it is so hard for him to put up with the way the other children treat him. It is also really hard to keep up with his lessons. He wants to respect his parents by staying in school, he wants to speak Kinyarwanda properly, he wants to learn, but most days it is really very, very hard.

Case study 3

Uwimana is 12 years old. She is in Grade One at the school in her village. Her family is poor, so Uwimana didn’t start school until she was nine. Her parents couldn’t afford it. Her two brothers started school at six years old. They are now in Grades Three and Four. She likes school and is clever. Soon after Uwimana started school, her mother had another baby, so Uwimana had to stay at home to help look after the house. She missed a lot of school so she had to repeat Grade One. Uwimana still likes studying but it is hard. Her mother wants Uwimana to help look after the baby so that she can be able to sell things in the market. So Uwimana is still missing a lot of school and when she is at school she is very tired. She is worried that she'll have to repeat Grade One again. She wants to help her mother but she also wants to study. She is afraid that if she has to repeat again then her parents will decide it is not worth her going to school at all.

Case study 4

Kamari was born with a clubfoot and his right hand is weak. He is in Grade Two at school. Kamari has always been very bright and he wanted to go to school very much, like the other children in his village. However, the school is very far from his house and because of his foot he can’t walk there. His parents thought this would be a problem but in the end one of Kamari’s friends gave him a lift on his bicycle. At first some of the students used to tease Kamari, but the teacher told them off. In class Kamari is the best student, but because he can’t run like the other children he is sometimes left out of their games. This makes him sad.
Case studies: Difficulties faced by the child

Kalisa has problems with writing. He has a learning disorder. He is bright, particularly in math, but he has problem with writing. Children who consistently write letters the wrong way round may have a learning disorder called ‘dyslexia’.

Mukamana has problems because Kinyarwanda is not his native language and other children tease him because of his bad accent.

Uwimana’s problem is that she comes from a poor family, and because she is a girl her parents don’t think education is so important for her. Her mother keeps her away from school to help look after the baby.

Kamari’s problem is that he has a physical disability. It doesn’t affect his learning but it means that he is sometimes left out of games.

Unit 2: Experience of children with special needs

Aims:

By the end of this unit, trainees should be able to:
- explore the reasons why children experience difficulties
- identify children with special needs in their classes and discuss their experiences of dealing with them.

Estimated time: 2 hours

The factors that cause children to experience difficulties in learning

1. There are three important factors that can affect a child’s learning. They are:
   - factors within the child (e.g., physical disability, native intelligence)
   - school environment (children’s attitudes and motivation)
   - home circumstances.

2. Ask the trainees: “Do you like doing something that you find difficult? Is it easy to keep doing things you find difficult if no one encourages you?”

3. Draw the diagram on the board and ask: “Does the diagram express how you feel?”
Home circumstances (e.g. problems at home; parents arguing or taking drugs and alcohol; loss of a loved one; sudden poverty). These problems may affect the way a child learns:

- directly, by forcing a child to miss or drop out of school
- indirectly, by changing the child’s behavior.

If the home is violent, the child may become withdrawn and depressed or alternatively may become violent with other children

1. Tell the trainees, in their groups, to look at the case studies from the previous unit.
2. Trainees should discuss what the main factors are causing the problems for each child.
3. Collect the answers from the groups for each case study.

There will be a lot of discussion about this. The answers below are not the only right answers. Trainees can have different answers, but they must give their reasons.

Case studies: Factors causing problems for the child

Kalisa: The main cause of the problem is a factor within the child and school environment. Kalisa has a learning difficulty. However, when the teacher gets angry with Kalisa and calls him “lazy and stupid” then this affects Kalisa’s motivation.

Mukamana: Home circumstances and school environment are the main problem. At home no one speaks Kinyarwanda and this affects Mukamana’s learning. The problem is not because he is coming from Congo. It is because he can't speak Kinyarwanda well. The attitudes of the other children are bad because they tease him.

Uwimana: Home circumstances are the main problem. Her parents don’t value her education. She has to miss school to look after the new baby.

Kamari: Environment factor is the main problem. Kamari has a disability, but with a little help (e.g., getting to school) it does not affect his learning.
Helping children with special needs (1)

1. Ask the trainees: “What could you do as a teacher to help these children?”
2. Trainees discuss in their groups.
3. Ask the groups to share their ideas.

Case studies: Helping these children

Kalisa: The teacher should not get angry with Kalisa; instead s/he should ask Kalisa why he finds writing difficult. Then the teacher should think of way to help him, such as giving him more practice. The teacher should praise Kalisa when he does some writing well, not punish him for mistakes.

Mukamana: The teacher cannot do much to alter the home circumstances but s/he can contact the parents or have a meeting with them. The teacher can stop other children teasing Mukamana. The teacher must be firm with the other children. If the teacher shows respect to Mukamana then the other children will do so as well. If Mukamana is happy at school he will study better.

Uwimana: The teacher could talk to Uwimana’s mother to tell her how important school is for all children, especially girls, and encourage her to send Uwimana to school. The teacher could also talk to her older brothers and ask them to help Uwimana with her lessons when she can’t come to school.

Kamari: Kamari does not need much help. However, the teacher should try to include Kamari in all the school activities. Then the other children will see what Kamari can do and they will find ways to include him in their games.

Helping children with special needs (2)

4. Tell the trainees: “In order to help a child who is experiencing difficulty there are three steps:

   - identify the difficulty
   - identify the cause of the difficulty
   - think of ways to help the child.

In the case studies you have done this. First you looked at the difficulties the children had. Then you looked at the causes of their difficulties. Finally you brainstormed ways to help the child.

<table>
<thead>
<tr>
<th>Name: Uwimana</th>
<th>Identify the difficulty</th>
<th>Identify the cause of the difficulty</th>
<th>Ways to help the child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uwimana misses a lot of school.</td>
<td>Home circumstances: she misses school because she is looking after the baby, her parents don’t value her education.</td>
<td>Talk to her parents, encourage them to keep her at school, ask her brothers to help Uwimana with her lessons.</td>
<td></td>
</tr>
</tbody>
</table>

5. Tell the trainees to work in pairs.
6. Tell the trainees to think of a child they know who is experiencing difficulties at school. The trainees should try to identify the difficulties the child has, identify the causes of the difficulties and think of some ways to help the child. Trainees should copy the table and write down their ideas.

<table>
<thead>
<tr>
<th>Name of the child</th>
<th>Age</th>
<th>Sex</th>
<th>Identify the difficulty</th>
<th>Identify the cause of the difficulty</th>
<th>Ways to help the child</th>
</tr>
</thead>
</table>

7. Monitor the trainees.
8. Ask five to eight trainees to explain to the group about the children they know.
9. Hold a plenary discussion.

The trainer could collect the completed tables from the trainees and get the best ones copied. Then each trainee would have many practical examples of how to help children with special needs.

**Consolidation**

1. Tell the trainees to read the handout, ‘Children with special needs’.
2. Answer any questions the trainees have.
Handout: Children with special needs

Who are children with special needs?

Any child who is experiencing difficulties learning may have special needs. Children who often experience difficulties are:

- girls
- ethnic minority children
- children with disabilities
- very poor children (orphans, street children)
- gifted, talented and genius children (children who are extremely clever).

Helping children who are experiencing difficulties

There are three steps to helping a child who is experiencing difficulties:

1) Identify the difficulty.
2) Identify the cause of the difficulty.
3) Think of ways to help.

Identifying the difficulty

Be specific. Look carefully at exactly what the child finds difficult, e.g.:

- A child who has difficulty with math: Can the child do simple addition but not multiplication or subtraction?
- A child who behaves badly: Does the child behave badly all the time or just at certain times of the day or when studying certain subjects?
- A child who misses school a lot: When does the child miss school? Is there a pattern?

Identifying the cause of the difficulty

Again be specific. It is not helpful to say a child is lazy, is naughty and is stupid.

- Identify the factors causing the difficulties:
  - Factors within the child
  - School environment (children’s attitude and motivation)
  - Home circumstances.
- Talk to the child. Ask why the child can’t do multiplication. Ask why the child is naughty or misses school.
- Talk to other teachers.
- Talk to the child’s parents.
- Change methodology and adjust it to the child needs.

REMEMBER

If you don’t understand the problem and you don’t know the cause you cannot help the child!
Part 2: Disability Awareness

Unit 1: What is disability?

Aims:

By the end of this unit, trainees should be able to:
- discuss what they understand by ‘disability’
- define different kinds of ‘disability’.

Estimated Time: 3 hours

Group discussion

1. Put the trainees into groups of four or five people.
2. Write the following questions on the blackboard.
   - Do you know anyone who is ‘living with a disability’?
   - How are they ‘disabled’?
   - What does ‘disability’ mean?
3. Trainees discuss their ideas.
4. Collect the ideas from the groups.

Definitions of ‘disability’

1. Give the trainees the handout or write the following on the board.
2. Tell the trainees to read handout ‘Definitions of disability’.
3. Answer any questions the trainees have.
Handout: Definitions of disability

It is not easy to say what ‘disability’ is.

The World Health Organization (WHO) says:

- **Impairment** is any loss or abnormality of psychological, physiological or anatomical structure or function.

- **Disability** is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

What does this mean?

You have seen that some people in your community have difficulties which other people do not have. For example, you have seen some people have difficulty seeing. Some people have difficulty hearing, speaking, learning or moving around in the same way as other people. Some people show strange behavior, or often have fits, have no feeling in their hands and feet, or have extra organs.

Such difficulties are called **disabilities**.

Approaches to disability which have existed and continue to exist in human society

Tell to trainees about the different approaches to disability through human history (see below). Then have a group discussion about approaches towards disability in Rwanda today, looking at both the historical and legal aspects.

- **The punishment of gods** (more than 2000 years ago):
  - See Greek history.

- **The will of gods** (more than 2000 years ago):
  - Anything that cannot be explained is a manifestation of gods and a source of beliefs.
  - Society’s response = ritual practices and beliefs.
  - Example: some mental illnesses were seen as the ability to communicate with gods.

- **The charity approach** (1500 to 500 years ago):
  - Persons with disabilities are a load for society; they live mainly on charity and have a lower social status.
  - Society’s response = basic medical treatment.
  - Example: people with disabilities are fed and clothed in charity hospitals.

- **First step to equality** (500 to 200 years ago):
  - Originally from the modern Western philosophy of human rights, the principle of equality appears. But this principle is not really universal and people with disabilities are not always
recognized as human beings.

- **Scientific classification and public curiosity** (19th to beginning of 20th century):
  - People with physical differences are seen as “monsters”, and sometimes they are exposed to public during exhibitions. They are seen as “half-human, half-animal”. The first medical classification is elaborated, based on descriptions of symptoms.

- **Beginning of medical rehabilitation** (after World Wars I and II):
  - States feel responsible for mutilated, injured, war veterans following the two World Wars in Europe. People with disabilities are “broken”, they have to be repaired, restored to “normality”. States begin to provide prosthetics, wheelchairs, etc.

- **Disability becomes a social issue** (since 1970):
  - Disabled peoples organizations (DPOs) are getting organized and recognized. People with disabilities are part of the society and attention must be paid to enabling their inclusion in society through disability mainstreaming in health, education, training, employment, etc.

- **The human rights approach to disability** (since 1990):
  - The whole community has a duty to enable people with disabilities to fully participate in political and social life. People with disabilities and their representatives claim their rights and fight to have them implemented.

### Understanding disability: social v medical models

1. Tell the trainees:

   In the past people used to believe that the reason people with disabilities had problems was because they had something wrong with their bodies or their minds. In order to help, doctors would try to correct what was wrong, if they could. Often there was nothing the doctors could do. Then the person would feel very unhappy because it was their fault they couldn’t do things like others. This old way of looking at disability is called the **medical model**.

   Nowadays people don’t think like that. Instead of looking at what is wrong with the person, they look at what is wrong with the social and physical environment that prevents someone participating fully. This is called the **social model** of disability.

   For example, in the last module you studied the story of Kamari who had a clubfoot and a weak arm. The main reason Kamari didn’t go to school at first was because the school was too far away for him to walk there. But when a friend offered to take him to school on his bicycle then the problem disappeared.

   It is often better to try and change the environment or people’s attitudes than it is to try to physically change the person. Just because someone may have something physically wrong with their bodies, doesn’t mean they are disabled.

2. Tell trainees to get into groups, read the **case studies** in the next handout and decide who is living with disabilities.
Handout: Who is disabled?

**Case study 1**

David was born with an extra finger. It doesn’t stop him from doing anything. He can write as easily as other children. Sometimes others try to tease him about his extra finger, but he ignores them.

**Case study 2**

Charles is not very clever. He didn’t develop intellectually like other children, but he is very strong. He left school after only one year. He wasn’t learning much. Instead he helped his family on the farm. He is an excellent farmer. He is so strong that he can work much harder than many people can. He is also very clever at making things. He makes beautiful, strong fish traps. People from villages all around come to buy his fish traps.

**Case study 3**

Amina lives in Ruhengeri. When she was small she fell into the fire and her face was badly burned. She was scarred for life. At school she was the brightest student in her class. She passed the Grade 12 examination three years ago. However she hasn’t got a job. She has tried many times but when employers see her face they don’t want her to work for them. One person told her she would frighten the customers. Nowadays she is very sad. She doesn’t believe she will ever get a job and she is sure no one will marry her because she is so ugly.

**Case study 4**

Kamana is ten years old. He has something wrong with his eyes so he has to wear glasses. When he wears his glasses he can see as well as everybody else.

**Possible answers**

*Listens to the ideas from the groups.*

It is not easy to say who is disabled. All the people have impairments, but only in case study 3 (Amina), has this badly affected her life. Her problem is not her scarred face but people’s attitudes towards her. When you look closely at people it is not so easy to label some as having disabilities and some as not having disabilities. Everyone is different. Everyone can do some things better than others. We are all individuals.
Unit 2: Attitudes towards disability in Rwanda

Aim:

By the end of this unit, trainees should be able to:
- discuss and explore the different attitudes and feelings people have about disability in Rwanda in general
- relate and exchange experiences from different areas in particular.

Estimated time: 2.5 hours

Presentation from “Manuel de formation pour les Enseignants au Rwanda”

Use Unit 1 from the book “Manuel de formation pour les Enseignants au Rwanda” by Dr. Evariste Karangwa.

Case study and group discussion

1. Put the trainees into groups of four or five people.
2. Give the trainees the handout ‘Uwimana’s story’ and tell them to read the story.
3. While the trainees are reading, write the following questions on the board.
   - How do you feel when you read this story?
   - Who is to blame for Uwimana’s disability?
   - Why do you think Uwimana’s mother abandoned him?
   - When Uwimana arrived at the orphanage he didn’t speak for six months. Why?
   - Why didn’t Uwimana ask someone to help him wash his arm?
   - Why did the other children at the orphanage tease Uwimana?
4. Trainees discuss their answers in groups.
5. Write the answers from the groups on the board.
Handout: Uwimana’s Story

Uwimana is 11 years old now, but when he was nine his life changed. He was born into a poor family with two older brothers and two younger sisters. Uwimana was a clever child and although it was difficult to afford, he started school when he was seven. He was easily the cleverest in his class. His teachers were very pleased with him and he enjoyed school.

When he was eight years old, his father ran away with another woman and his mother found it very hard to support her five children. She couldn’t afford to send Uwimana to school anymore. Uwimana was very upset and he started to behave badly at home. He would not do what his mother told him.

One day when he was nine he climbed a tree. His mother called to him and told him to come down but Uwimana just climbed higher up the tree. His mother was shouting at him, but Uwimana just laughed and climbed higher. Suddenly he slipped and fell to the ground. His mother rushed over to him. He was alive but screaming in pain because his arm was badly broken. His mother took Uwimana to the local hospital. The doctors said he had broken his arm in five places. They would have to amputate. They told his mother that the operation would cost $30. His mother started to cry. She didn’t have $30. The doctors told her they could do the operation more cheaply if they didn’t use any anesthetic. Uwimana’s mother didn’t like the idea but she was poor and she had no choice.

The doctors amputated Uwimana’s arm and his mother waited outside listening to his screams. After the operation she visited her son. He was in a lot of pain and crying all the time. For the next week Uwimana’s mother looked after him every day in the hospital, she couldn’t afford to pay the nurses. Uwimana didn’t get better. He got an infection. Uwimana’s mother was very worried. There was no one looking after her other children while she was with Uwimana in the hospital and she wasn’t able to earn any money either. One day she just stopped coming to the hospital. Uwimana never saw her again.

The doctors contacted the local orphanage and they paid for medicine, and when Uwimana got better he went to live there. There were 30 children at the orphanage. For the first three months Uwimana didn’t speak at all. He would sit on his own. He didn’t want to eat nor play. The other children kept away from him most of the time. Sometimes though they would tease him, but they soon gave up when Uwimana didn’t respond at all. The teachers were very worried about him; they thought he must have an intellectual as well as physical impairment. Some of them thought Uwimana should be sent away because he was so difficult. There was one teacher who was very patient with Uwimana. She talked to him, she played with him and she hugged him. Gradually Uwimana started to speak again. The teacher encouraged one of the other children, Maria, to play with Uwimana. Slowly, Uwimana came back to life. He learned to dress himself and he started to laugh and play again.

After about a year the teacher noticed that Uwimana’s arm was covered in sores. She took him to see a doctor. The doctor said that the sores were because Uwimana’s arm was never washed. The teacher suddenly realized that although Uwimana could dress and feed himself, he couldn’t wash his one arm. Uwimana just looked away. Now Maria washes Uwimana’s arm for him everyday.

This year Uwimana started school again. There was already one child with disability at the school, so the school principal was not worried about accepting Uwimana. Uwimana started in Grade One. After just two months he was moved to Grade Two. Uwimana could remember everything he had learned at school before his accident. He is near the top of the class and has many friends. When he has to do copying or writing the teacher allows Uwimana some extra time because he writes more slowly than the others. Uwimana was right handed but when he lost his arm he had to learn to write again with his left hand. When he grows up, Uwimana wants to be a teacher. (This is a true story)
Possible responses to the case study

“How do you feel about this story?”
- Shocked, sad, angry, pity etc.

“Who is to blame for Uwimana’s disability?”
- Uwimana because he disobeyed his mother.
- Uwimana, because in a past life he did bad things and now he is being punished.
- No one is to blame; it was just an accident.

“Why do you think Uwimana’s mother abandoned him?”
- Because she was ashamed of him.
- Because he would be a burden.
- Because she was frightened that she wouldn’t be able to cope with a child with disabilities.

“When Uwimana arrived at the orphanage he didn’t speak for 6 months. Why?”
- Because he was traumatized.
- He had lost his arm, his mother and had been in great pain.
- He was grieving.

“Why didn’t Uwimana ask someone to help him wash his arm?”
- Because he was proud, he wanted to be independent.
- Because he was embarrassed that he needed help to do such a simple thing.

“Why did the other children at the orphanage tease Uwimana?”
- Because he was different.
- Because they were nervous and frightened of him.

Role plays: Experiencing disability

In this section, all the trainees or volunteers from each group will experience what it is like to have a disability through a series of role-plays.

After each role-play the trainer asks:
- How they felt.
- What they found difficult to do.
- What things would help them.

Role play 1: Seeing difficulties

1. Tell the whole group to take a piece of paper and make a small hole in it using a pen or pencil.
2. Tell everyone to use one hand to hold the paper over his or her eyes. They can only see through the small hole.
3. Tell them to copy what you write on the board.
4. Write on the board for 5 minutes.
5. Tell the class to stop copying.
6. Ask the class about the experience.
7. Explain that this role play simulates what it is like for someone with a seeing difficulty such as tunnel vision.

**Role play 2: Learning difficulties**

1. Tell the whole group to take a piece of paper.
2. Tell the trainees to listen carefully and follow the instructions exactly.
3. Give the following instructions. Read the instructions rapidly. Do NOT repeat any instructions. After each instruction count to three silently in your head and then give the next instruction:
   - Write your family name in the lower left-hand corner of the paper and your other name in the upper right-hand corner.
   - Write your age on the middle of the bottom edge.
   - Divide your age by half and write that in the upper left-hand corner.
   - Draw eight circles across the middle of the page.
   - Draw a triangle inside the middle of the second, fourth and seventh circles.
   - Make a cross in the first and sixth circle and put your pen down.
   - Exchange papers with the person sitting next to you; they will mark your paper.
   - Listen to the instructions again. Take off 5 marks for every mistake.
   - (Trainee reads the instructions again but more slowly.)
   - Subtract the mistakes from 100 and write the score on the paper.
   - Give the paper back to the person.
4. Ask the trainees about the experience.
5. Explains that this role play simulates what it is like for people with learning difficulties and intellectual impairments.

**Role play 3: Mobility/movement difficulties**

NOTE: For this role play you will need some rope to tie peoples' limbs and two sticks.

1. Ask for five or six volunteers to come to the front.
2. Use rope to physically handicap the volunteers, e.g.,
   - Two volunteers have one arm tied behind their back to simulate amputation of an arm.
   - Two volunteers have one leg tied up to simulate amputation of a leg at the knee.
   - Two volunteers put a stick behind their backs and loop their arms over it; this simulates restricted arm movement.
3. Give each volunteer a bag with books in (borrow these from other trainees). Put it on the floor.
4. Tell the volunteers that you are going to give them some instructions to follow.

Instructions:
   - Pick up the bag.
   - Go outside the classroom then come in again, one by one, and shut the door behind you.
   - Sit down at your desk.
   - Take out your books.
   - (For amputee volunteers only): Stand up and hand out the books to different people in the class.
   - (For volunteers with restricted arms only): Come to the front and write your name, place of birth and nationality on the board.
5. Ask the volunteers about their experiences.
Causes and types of disability

1. Ask trainees to brainstorm different types of disability.
2. Write their ideas in a list on the board.
3. Then ask trainees to name some of the causes of the disabilities they mentioned. Write them on the board.
4. Ask trainees to read the handout ‘Types of disability’ and answer any questions they might have.

Handout: Types of disability

<table>
<thead>
<tr>
<th>Name of disability</th>
<th>Cause(s)</th>
<th>Age</th>
<th>Contagious</th>
<th>Can prevent</th>
<th>Hereditary</th>
<th>Affects what part</th>
<th>Complications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amputation</td>
<td>Land mines, accidents, diabetes, cancer, amputation of birth deformities</td>
<td>All</td>
<td>No</td>
<td>Caution and awareness when involved in hazardous activities. Diabetes - sometimes</td>
<td>No</td>
<td>Limbs, fingers</td>
<td>Tetanus, pain, phantom pain, hygiene, poor fit of artificial limbs</td>
</tr>
<tr>
<td>Blind</td>
<td>Measles, various types of infections, poor nutrition, accidents where eye is damaged, sometimes nerve damage</td>
<td>All</td>
<td>Infectious diseases that are the cause of blindness</td>
<td>Some, by vaccination and care from accident</td>
<td>No</td>
<td>Eyes, sometime nerves</td>
<td>Activities where sight is needed or necessary</td>
</tr>
<tr>
<td>Bone tuberculosis</td>
<td>Bacteria</td>
<td>All</td>
<td>No</td>
<td>Vaccine</td>
<td>No</td>
<td>Spine, arms and legs</td>
<td>Bone infections, fracture, gangrene, painful, swelling/infamed</td>
</tr>
<tr>
<td>Cerebral palsy</td>
<td>Mother having various infections during pregnancy, high fever, lack of oxygen at birth, injury, infection. Many causes unknown</td>
<td>At, before or after birth</td>
<td>No</td>
<td>Some</td>
<td>Rarely</td>
<td>Whole body, speech, sometimes intelligence</td>
<td>Eyes (sometimes), eating, hearing problems, heart problems, drooling, mobility, needs caretaker, social difficulties</td>
</tr>
<tr>
<td>Name of disability</td>
<td>Cause(s)</td>
<td>Age</td>
<td>Contagious</td>
<td>Can prevent</td>
<td>Hereditary</td>
<td>Affects what part</td>
<td>Complications</td>
</tr>
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</tr>
<tr>
<td>Cleft palate/lip</td>
<td>Many times cause is unknown, mother malnutrition, exposure to toxins, measles during pregnancy, genetic</td>
<td>Birth</td>
<td>No</td>
<td>Some</td>
<td>No</td>
<td>Mouth, sinus, nose, teeth</td>
<td>Eating, breathing, drinking, cosmetic/social</td>
</tr>
<tr>
<td>Club foot</td>
<td>Many times unknown, genetic/feet were in this position while mother was pregnant</td>
<td>Birth</td>
<td>No</td>
<td>Sometimes/ sometimes correctable</td>
<td>Can be but this is rare</td>
<td>Foot/feet</td>
<td>Ability to walk</td>
</tr>
<tr>
<td>Deaf</td>
<td>Mother has infections or takes wrong medicines during pregnancy or has lack of iodine, ear infections, accidents, loud noises, genetic</td>
<td>All</td>
<td>Infectious diseases that are the cause of deafness</td>
<td>Some</td>
<td>Sometimes but this is not a common cause</td>
<td>Hearing, sometimes speech</td>
<td>Sometimes unaware of dangerous circumstances, difficulty in communication, social interaction</td>
</tr>
<tr>
<td>Dwarfism</td>
<td>Mother malnourished during pregnancy, genetic</td>
<td>At birth or very young</td>
<td>No</td>
<td>Some</td>
<td>Some</td>
<td>Entire body, normal size head with (short) limbs and fingers</td>
<td>Hip and back problems, club foot, eye, heart and ear problems</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>Neurological, brain damage, genetic, meningitis, malaria, high fever, trauma, unknown causes</td>
<td>Begins in childhood or as an adult</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Whole body when in seizures</td>
<td>Accidents after many seizures, brain damage, hard to treat correctly</td>
</tr>
<tr>
<td>Hip problems</td>
<td>Accident or at birth, dislocation of hips, tuberculosis, necrosis</td>
<td>All</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Hip</td>
<td>Difficulty in walking, painful</td>
</tr>
<tr>
<td>Name of disability</td>
<td>Cause(s)</td>
<td>Age</td>
<td>Contagious</td>
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<td>Hereditary</td>
<td>Affects what part</td>
<td>Complications</td>
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</tr>
<tr>
<td>HIV/AIDS</td>
<td>Virus</td>
<td>Born with or any time after</td>
<td>Born from infected mother, sexual intercourse, sharing needles, unscreened blood transfusions, others</td>
<td>Yes</td>
<td>No</td>
<td>Immune system</td>
<td>Neurological, dramatic weight loss, common to get pneumonia</td>
</tr>
<tr>
<td>Intellectual impairment</td>
<td>In many cases it is unknown, malnutrition of mother during pregnancy, poor prenatal care (drinking alcohol/smoking during pregnancy), brain damage before/during/after birth, genetic</td>
<td>From birth or in early childhood</td>
<td>No</td>
<td>Nutritional – yes Genetic – no</td>
<td>Can be – but people with intellectual impairment can give birth to children without intellectual impairments. Parents can pass it on to their children</td>
<td>Brain</td>
<td>Some people have associated physical problems, behavior disturbances, poor health</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Bacteria</td>
<td>All</td>
<td>From person who has untreated leprosy through skin contact, sneezing or coughing</td>
<td>Yes</td>
<td>No</td>
<td>Skin tissue</td>
<td>Ostomyelitis and loss of feeling linked to disfigurement, loss of limbs, sores, social isolation</td>
</tr>
<tr>
<td>Mental illness</td>
<td>Largely unknown, chemical imbalance in brain, trauma, genetic</td>
<td>All</td>
<td>No</td>
<td>Sometimes there is treatment</td>
<td>It can be</td>
<td>Brain</td>
<td>Social interaction, communication</td>
</tr>
<tr>
<td>Muscular dystrophy</td>
<td>Some not known, other genetic</td>
<td>Mainly 3-5 years, but can occur at any age</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td>Muscles, entire body, sometimes mentally</td>
</tr>
<tr>
<td>Paralysis</td>
<td>Accident, a result of an illness (nerve damage)</td>
<td>All</td>
<td>No</td>
<td>Yes/no</td>
<td>No</td>
<td></td>
<td>Most common are arms and/or legs. Many other parts of the body can be affected</td>
</tr>
<tr>
<td>Name of disability</td>
<td>Cause(s)</td>
<td>Age</td>
<td>Contagious</td>
<td>Can prevent</td>
<td>Hereditary</td>
<td>Affects what part</td>
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</tr>
<tr>
<td>Paraplegia</td>
<td>Accident – lower spinal cord injury below chest/upper back</td>
<td>All</td>
<td>No</td>
<td>Caution in risky activities, car seat belts, proper handling of victim immediately after accident</td>
<td>No</td>
<td>Mid-chest down, internal organs, nerves</td>
<td>Pressure sores, loss of bowel/bladder control, mobility, reproduction.</td>
</tr>
<tr>
<td>Polio</td>
<td>Virus (infection)</td>
<td>Generally 3 months to 5 years. Any age if exposed and not vaccinated</td>
<td>Passed from fecal-oral, coughing and sneezing. After illness it cannot be passed</td>
<td>Vaccine</td>
<td>No</td>
<td>Limbs, muscles, joints, brain</td>
<td>Body imbalance, back problems, respiratory, post-polio syndrome, paralysis, contractor of joints. Death if brain is infected</td>
</tr>
<tr>
<td>Quadriplegia</td>
<td>Accident – broken neck</td>
<td>All</td>
<td>No</td>
<td>Yes, caution in risky activities, car seat belts, proper handling of victim immediately after accident</td>
<td>No</td>
<td>The higher the injury the higher the body is affected – arms and internal organs</td>
<td>Affects use of arms, reduced sweating to remain cool, internal organ problems due to lack of movement, pressure sores, breathing</td>
</tr>
<tr>
<td>Speech impairment</td>
<td>Damage to the brain before/during/after birth, prenatal care, trauma, due to deafness or accident</td>
<td>All</td>
<td>No</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Brain, vocal cords</td>
<td>Communication, social interaction</td>
</tr>
</tbody>
</table>
Part 3: Education for Children with Special Needs

Unit 1: The right to education for children with disabilities

Aims:

By the end of this unit, trainees should be able to:

- explore international agreements and policies that relate to children with special needs
- understand the importance of education for children with special needs
- identify the reasons why some children with special needs don’t go to school in Rwanda.

Estimated time: 2.5 hours

Brainstorm: The rights of children

1. Put the trainees into groups of four or five people.
2. “In your groups write down as many rights that children have as you can. For example: every child has the right to a name; every child has the right to play. You have 5 min.”
3. Collect the answers from the groups but do not write them on the board.
4. Ask the trainees: “What rights do children with disabilities have? What rights do children from ethnic minorities have? What rights do girls have?”

Presentation: International and national agreements

1. Present to the whole group a short summary of the international and national agreements that relate to the right to education for children with disabilities. (See handout ‘The rights of children with disabilities’ for details.)

   - Convention on the Rights of the Child
   - UN Standard Rules on the Equalization of Opportunities for People with Disabilities (1993)
   - Rwandan Constitution

2. Answer any questions the trainees may have.
Handout: The rights of children with disabilities


- **Article 2** states that all rights shall apply to all children without discrimination on any grounds, and specifically mentions disability.
- **Article 23** states the right of children with disabilities to enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child’s active participation in the community. It also states the right of children with disabilities to special care, education, health care, training, rehabilitation, employment preparation and recreation opportunities.
- **Article 28** states the child’s right to education on the basis of equal opportunity.
- **Article 29** states that a child’s education should be directed at developing the child’s personality and talents and mental and physical abilities to their fullest potential.

The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)

These rules set an international standard for policy making and action covering people with disabilities. On education the rules state:

- Countries should recognize the principle of equal primary, secondary and other educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of people with disabilities is an integral part of the educational system.
- Special attention should be given to very young children with disabilities, pre-school children with disabilities, and adults with disabilities, especially women.

The World Conference on Special Needs Education (The Salamanca Statement 1994)

In June 1994 representatives of 92 governments and 25 international organizations came together for the World Conference on Special Needs Education in Salamanca in Spain. They agreed on a statement and a framework for action on the education of children with disabilities. The Salamanca Statement says:

We believe and proclaim that:

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning.
- Every child has unique characteristics, interests, abilities and learning needs.
- Education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs.
- Those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting those needs.
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover they provide effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.
The importance of education for children with special needs

1. Ask the trainees: “Why is it important for children to go to school?”
2. The trainees brainstorm their ideas. Write the main reasons on the board.
3. Ask the trainees: “Why is it especially important for girls, children with disabilities and children from ethnic minorities to go to school?”
4. Tell the trainees to work in groups to answer this question.
5. Listen to the ideas from the groups and write the main ideas on the board.

Reasons why it is important for children with disabilities to go to school

Schooling and education help all children learn about the world around them and become useful members of the community. Some children with disabilities cannot learn to read, write and count like other children, but it is important that these children go to school for the following reasons:

- Education helps children to become independent adults.
- Education prepares children to be able to work and earn a living.
- Education teaches children how to get along with others, how to behave and how to work with others.
- Education develops the abilities children have.
- Education helps children to accept rules and take responsibility.
- Education helps children to form friendships and gives them the feeling of belonging to a group.
- Education teaches children the activities that will help them to be useful members of a family and the community.

All this helps to make up for the disabilities children have. Also other children see how much children with disabilities can do despite their disabilities. When they see this, they gain from the experience of being with children with disabilities. They learn to accept children with disabilities. Some children with disabilities may only be able to complete a few years of schooling. Some children with disabilities are able to complete all their schooling and go on to higher education. Find out each child’s ability. Help each child to reach his or her potential.

Reasons why it is important for girls to go to school

Many parents think it is more important to educate their sons than their daughters because it is boys who mainly go out to work. However it is important that girls go to school because:

- Being educated will help them to be good mothers. A woman who is educated is much more likely to have a healthy baby and healthy children.
- It will help them contribute to the family income. Education can help them to be more effective.
- Girls who have received a basic education are less likely to be exploited.

For example, a girl who can read and write probably won't be tricked into prostitution. They should learn for their self-development.
Reasons why it is important for ethnic minority children to go to school

In some countries, children from ethnic minorities often are prevented from participating fully in society because of prejudice, language and cultural barriers. Going to school will help these children to become more integrated in the main society. They may learn the national language. Also other children can learn about their ethnic culture, so prejudice is broken down.

Reasons why children with disabilities don’t go to school in Rwanda

1. Ask the trainees to discuss the following question in their groups: “Why do you think some children with disabilities do not go to school in Rwanda?”
2. The trainees discuss their ideas.
3. Collect their ideas.
4. Ask the trainees: “In your experience, which is the most important reason why children with disabilities don’t go to school? What are the most important reasons why girls don't go to school or drop out early? Why don’t ethnic minority children go to school?”

Some reasons why children with disabilities don't go to school

- **Poverty:** The family cannot afford to send the child to school.
- **Ignorance:** Parents think that their children with disabilities do not need an education. They think it is more important to send the other children in the family to school than their children with disabilities.
- **Cultural beliefs:** Parents are ashamed or embarrassed by their child with disabilities.
- **Fear and lack of confidence:** The child with disabilities does not want to go to school, or his parents are afraid that he will be teased at school.
- **Physical environment:** The school is too far away from the family home. The child with disabilities can’t walk to school.
- **Unfriendly school environment:** The school principal or the teacher doesn’t want the child with disabilities in their school.
- **Community attitude:** Other parents at the school don’t want the child with disabilities to join the school because they are afraid the education of the other children will suffer.

Reasons why girls don't go to school or drop out early:

- **Poverty:** some families say they are unable to allocate financial resources or afford school fees for all children.
- **Gender imbalance:** Parents think it is more important to educate boys. Girls are needed to care for other children in the family or help with household chores
- **Premature marriage:** In some societies, girls are married or forced to marry at a young age.

Reasons why ethnic minority children don't go to school:

- **Language barrier:** Lessons are taught in a language which is not familiar.
- **Ignorance:** Education is not seen as relevant or important by parents.
- **Social exclusion:** Parents are worried their children may be teased.
Unit 2: Introduction to inclusive education

Aims:

By the end of the unit, trainees should be able to:

- explain what ‘inclusive education’ means
- get a picture of how the education system is a problem if it is not integrating children with disabilities
- explain the advantages of ‘inclusive education’.

Estimated time: 2 hours

The child is not the problem

1. Tell the trainees to read the following opposing views on their own and decide which view they agree with the most.
2. Tell the trainees to get into pairs and compare their ideas with their partner.
3. Ask some trainees to give their opinions.
4. Note - the trainer should not give his or her opinion.

Handout: Different viewpoints

Read these two viewpoints. Which one do you agree with more?

**Viewpoint A**

In every society across the world there will always be some children who have special needs. These children have particular problems that prevent them from learning and developing like other children. These children need special teaching in response to their problems. It is best to teach children with similar problems together. Separate special schools are the best places to meet the special needs of these children. Teachers need extra training to be able to teach these children.

**Viewpoint B**

Every child has different learning needs. Any child may experience difficulties in school. Such difficulties can point to ways in which teaching can be improved. These improvements lead to better learning conditions for all children. The child is not the problem. The education system is the problem. Every child is an individual. Teachers need to be flexible so they can meet the needs of every child in their class, whatever difficulties they have.
What is inclusive education?

1. Tell the trainees to look at the ‘Exclusion v Inclusion’ diagram.
2. Explain the diagram and what is meant by ‘inclusive education.’
3. Answer any questions.

Exclusion

- Needs special teacher
- Does not respond, cannot learn
- Has special needs
- Needs a special environment
- Is different from other children
- Cannot get to school
- Cannot follow curriculum
- Is not accepted by others

Inclusion
Present the following:

There have been three important international conferences on education:

- 1990 World Conference on Education for All (Jomtien, Thailand)
- 1994 World Conference on Special Needs Education (Salamanca, Spain)
- 2000 World Education Forum (Dakar, Senegal).

In Dakar, the participants agreed that:

“Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries...The basic learning needs of all can and must be met as a matter of urgency”. Dakar Framework for Action 2000

In order to achieve Education for All, we need to:

- ensure equal opportunities for children who are the most vulnerable, marginalized and excluded
- ensure not only access to education, but access to quality education.

At the World Conference on Special Needs Education the participants agreed that:

“Experience in many countries demonstrates that the integration of children and youth with special educational needs is best achieved within inclusive schools that serve all children within a community. It is within this context that those with special educational needs can achieve the fullest progress and social integration.” Salamanca Framework for Action, 1994

It stipulates that:

a) children with special needs include:

- Children with disabilities
- Girls
- Children from isolated regions
- Children from ethnic minorities
- Street children
- Working children.

b) an inclusive school:
- recognizes that every child is different. Every child has unique learning needs
- celebrates differences
- responds to the individual educational needs of all children
- provides equal opportunities to education for all
- provides education that promotes quality of living for oneself and others
- promotes quality in learning and teaching.

Summary

Inclusive education is not only about integrating children with special needs. It is about whole school transformation. Inclusive schools benefit all children. An inclusive school is flexible; it recognizes that the school system not the child is the problem. In an inclusive school, teachers try to adapt the school system to help the child.

The advantages of inclusive schools are:

- They are much better value for money than building a lot of separate schools for children with special needs.
- They encourage the integration of children with special needs which helps to build an inclusive society.
- They allow other children in the school to learn about the abilities of children with disabilities.
- They encourage the involvement of parents and the community.
- They promote the culture of human resources development through an equal access of opportunities.
- They improve teaching.

All across the world organizations such as UNESCO, UNICEF, Handicap International and Save the Children have been helping countries to develop inclusive education. Developing countries like Lao PDR, India, Papua New Guinea and Malawi are leading the way. Everybody is called upon to join efforts to promote the inclusive education in Rwanda.

Discussion

1. Tell the trainees to get into groups of four or five people.
2. Write the following questions on the board:
   - Should every child with disability go to the regular, local school?
   - Have you ever taught any children with disabilities?
   - If yes, what were their difficulties, how did you overcome them?
3. The trainees discuss their answers.
4. Collect the ideas from the groups.
Explain the next illustration:

[Diagram showing Special Education, 'Normal' Education, Integrated Education, and Inclusive Education]
Part 4: Responding to diversity – eight golden rules

Aim:
At the end of this part, trainees should be able to:
- explain the eight golden rules for good teaching
- apply the eight golden rules in their teaching process.

Introductory presentation

1. Give the following short presentation

In this part you are going to learn about 8 golden rules for good teaching for children with special needs and all children in your classes. These golden rules are:

- communication
- classroom management
- individual plans
- assistive aids
- lesson planning
- individual help
- managing behavior
- including all pupils.

If you follow these golden rules, you will be a good teacher, someone who is able to help the diversity of children in your class. Teachers all around the world have found these golden rules have helped them to teach better.

Unit 1: Good communication

Aim:
At the end of this unit, trainees should be able to:
- use the communicative skills more effectively.

Estimated time: 3 hours
What is communication?

1. Tell the trainees:

“Communication is central to teaching. Teachers need to communicate with children and children with the teacher. All teachers must be good communicators”.

Communication can be defined as the process of sending and receiving messages.

For example, the message could be:
- a statement – Africa is a continent.
- an advice – You should always revise your lessons.
- an opinion – You did that very well!
- an instruction – Copy this into your notebooks.
- a question – What month comes after June?
- a comment – It is hot today.

As you know, teachers have to do a lot of talking. Some of the talking is used to give new information, to explain things or to manage the class.

What are the reasons for teachers talking to children?”

1. Trainees brainstorm their ideas.
2. Write their answers on the board.

Possible answers:
- to give instructions
- to give new information
- to manage children’s behavior
- to encourage children
- to test children’s understanding by asking questions
- to enquire about children’s difficulties
- to praise
- to criticize
- to get to know them.

How we communicate

1. Tell trainees to get into groups of four or five people.
2. Write the following on the board: “Talking is the main way we communicate with each other. What other ways can you use to communicate?”
3. The trainees brainstorm their ideas in their groups.
4. Listen to the answers from the groups and write them on the board.
Ways to communicate

- talking
- reading
- writing
- use of gestures – pointing, miming actions
- facial expressions to show you are pleased, angry, sad, puzzled, etc.
- eye contact – to show who you want to communicate with, to draw people’s attention
- pictures and symbols
- sign/body languages.

5. Ask the trainees: “Which of these means of communication could be used to manage the class?”
6. The trainees call out their ideas.
7. Ask the trainees: “Which of these means of communication can be used to give new information?”
8. The trainees call out their answers.

<table>
<thead>
<tr>
<th>Communication means for managing a class</th>
<th>Communication means for giving new information</th>
</tr>
</thead>
<tbody>
<tr>
<td>gestures</td>
<td>talking</td>
</tr>
<tr>
<td>facial expressions</td>
<td>reading and writing</td>
</tr>
<tr>
<td>talking</td>
<td>pictures and symbols</td>
</tr>
<tr>
<td>eye contact</td>
<td>sign languages</td>
</tr>
</tbody>
</table>

Clear, effective communication

1. Ask the trainees to work in groups to answer this question: “How can you communicate effectively in class with your students?”
2. The trainees brainstorm their ideas.
3. Monitor and give help if needed.
4. Listen to the answers from the groups.

Review

1. Tell the trainees to read the handout ‘Communication’.
2. After the trainees have finished reading, ask them: “Are there any changes you would make or could make to the way you communicate with your pupils?”
3. Tell them to write down the changes they will try.
4. The trainees work individually to write down the changes they will make.
5. Listen to some trainees’ ideas.
Handout: Communication

Communication is central to teaching. Teachers need to communicate with children and children with the teacher. All teachers must be good communicators.

Communication = the sending and receiving of messages.

For example, the message could be:
- an instruction – Copy this into your notebooks.
- a question – What month comes after June?
- a comment – It is hot today.
- an opinion – You did that very well!

As you know, teachers have to do a lot of talking. Some of the talking is used to give new information, to explain things or to manage the class.

What are the reasons teachers talk to children?

- to give instructions
- to give new information
- to manage children’s behavior
- to encourage children
- to test children’s understanding by asking questions
- to enquire about children’s difficulties
- to praise
- to criticize
- to get to know them.

What other ways can you use to communicate?

Ways to communicate

- talking
- reading
- writing
- use of gestures – pointing, miming actions
- facial expressions to show you are pleased, angry, sad, puzzled etc.
- eye contact – to show who you want to communicate with, to draw people’s attention
- pictures and symbols
- sign languages, such as those used by deaf people.

Eye contact, gestures and facial expressions are very useful methods of communication for managing a class. Reading, writing, pictures, symbols, and talking are good ways to communicate new information. When communicating, the teacher should always make sure his/her verbal and non-verbal means are clear, to ensure that children with special educational needs get the message. For example, words, lip movement and gestures should be fully communicative.
Clear communication

Clear communication is essential for effective teaching. You should:
- Be clearly seen by all the pupils – stand rather than sit at the desk.
- Talk clearly.
- Keep the words simple and the sentences short.
- Keep your instructions short and simple. Give one instruction at a time.
- Check the children understand by asking questions often or by getting them to repeat what you have said.
- Alert the pupils to important messages: ‘listen carefully’ – and make eye contact.
- Use gestures and facial expressions alongside talking to get your meaning across.
- Avoid message barriers like interferences: eg. long hair, beards, unnecessary movements.

The next points are especially useful for organizing or managing the class. They should also be used when explaining and teaching:
- Encourage children to indicate if they have not understood by raising their hands and asking you questions.
- You may find that classmates or brothers/sisters of a child who has difficulties communicating knows what he/she is trying to say.
- Use a variety of means to communicate. Use pictures, drawings, gestures, and diagrams, not just talking, reading and writing.
- Let the child with communication problems use a type recorder if he/she is too slower.

Unit 2: Classrooms

Aim:

By the end of this unit, trainees should be able to:
- make their classrooms better places for learning.

Estimated time: 2 hours

Effective classrooms

1. Ask: “Do you think the layout of a classroom (the way a classroom looks) can affect the way children learn?”
2. Listen to the trainees’ ideas.
3. Tell the trainees to read the handout ‘Classrooms’.
4. Answer any questions.
Thinking about your classroom

1. Say to the trainees: “Think about your classroom at your school. Think about the way it looks. What are the problems with your classroom? Do you have enough desks? Does the roof leak? Is the blackboard very old? Write down the problems.”
2. The trainees write down the problems they have with their classroom.
3. Tell the trainees to get into groups of four or five people and discuss the problems they have with their classrooms.
4. Ask some trainees to tell everyone about the problems they have.
5. Tell the trainees to work in groups to come up with ideas to help make their classrooms better places for learning. The trainees' ideas must be things that they can do themselves.
6. Monitor and help the trainees as they discuss.
7. Listen to the ideas from the groups.

Handout: Classrooms

The layout of a classroom can help or obstruct a child's learning. Sometimes there is not much teachers can do to change their classrooms, some say they do not have money to make proper settings or others say the school administration should do it. But here are some ideas:

- Make sure children with special needs sit close to the teacher and the board. This is very important for children with hearing, seeing and learning difficulties.

- Try to arrange the room so that children can move about freely, especially if some children have visual or mobility problems. For example, make sure that a child who uses a wheelchair or crutches can get in and out of his desk easily.

- If you want the children to work in groups, but you cannot move the desks, then get the row in front to turn around to face the row behind.

- If you have the space, try to set aside an area of the classroom where you can work with certain children individually or in small groups.

- Have a box that contains some storybooks or simple games that children can use when they have completed their work ahead of others.

- Put up pictures, posters, drawings and examples of children’s work on the walls. Make sure they are displayed at the children's eye level rather than high up on the walls. You can also add different textures for touching to help children with visual problems.

- Some learning is better done outside of classrooms. For example, lessons about plants and animals could be done in the school grounds.

- Remember that children with hearing and visual problems will find lessons outside of the classroom more difficult to understand. Make sure such children sit very close to you.

- Bring in a mat to make a quiet reading corner.
Whenever possible, use real objects to help the children understand. Make sure you allow the children to handle and touch these objects. This is very important for children with seeing and learning difficulties.

Keep the classroom clean. Make sure all the children, including children with disabilities, help to clean the classroom.

Unit 3: Individual education plans (IEP)

Aims:

By the end of this unit, trainees should be able to:
- explain what an IEP is
- practice writing IEPs.

Estimate time: 4 hours

What is an individual education plan?

1. Give the following short presentation:

An IEP is a systematic way to monitor and assess the progress of a student with special needs. It involves educational planning that caters for each child's specific needs. An IEP includes:
- description of the difficulties faced by the child
- plan of action to overcome these difficulties
- clear goals for the child to achieve and a time frame
- specific activities and actions to help the child achieve the goals
- ways to evaluate the child's progress.

Looking at an IEP

1. Tell the trainees to get into groups of four or five people.
2. Tell the trainees to listen to the following story of a girl called Cecile who has special needs.
3. Read out the following case study.

"Cecile is 6 years old. She recently started school. She sits at the back of the class and holds her books very close to her face in order to read. She often bumps into desks. When the other students are studying math, Cecile does not participate because the problems/questions are written on the board. Now she is not at the same level as the other children."
4. Ask the trainees: “What are Cecile’s difficulties?”
5. Read the case study again and listen to the answers from the trainees.

Cecile has difficulty in math. She may have a visual impairment. Normally this doesn’t affect her because she has her textbook, but in math the teacher writes on the board.

6. Tell the trainees to look at the handout ‘Cecile’s individual education plan’.
7. Explain the different sections of the IEP.
8. Ask the trainees:
   - Are the goals appropriate?
   - Is the plan of action realistic?
   - In what ways can Cecile’s progress be evaluated?”

## Handout: Cecile’s individual education plan

Cecile is 6 years old. She recently started school. She sits at the back of the class and holds her books very close to her face in order to read. She often bumps into desks. When the other students are studying maths, Cecile does not participate because the problems/questions are written on the board. Now she is not at the same level as the other children.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Cecile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>6</td>
</tr>
<tr>
<td>Class level:</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Date of assessment:</td>
<td>5th April 2001</td>
</tr>
</tbody>
</table>

**Description of learning difficulty**
Cecile does not participate in math lessons. She is falling behind her classmates. She may have a visual impairment.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Plan of action</th>
<th>Target date</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| Cecile will participate in math lessons | 1. Cecile will sit at the front of the class.  
2. Teacher will write larger numbers on the board and say the problems aloud.  
3. Cecile will be given small objects that she can touch to use to count with (e.g. small stones).  
4. Teacher will talk to Cecile’s parents and suggest they take Cecile to the Eye Clinic to see if she has problems with her eyes.  
5. Teacher will sit Cecile next to a student who is good at math. That student will say the problems aloud. | In three months time Cecile will participate in math lessons (by 5th July) | 15th May – Cecile had an eye examination and the doctor said she has a visual impairment and needs glasses  
10th June – Cecile’s parents buy her glasses  
20th June – Glasses are helping Cecile. She no longer bumps into furniture  
5th July – Cecile participating in math lessons but is still behind her classmates. She may need extra help. |
Writing an IEP

1. Give each group one case study to look at (see next page).
2. Tell trainees to read the case study and together write an IEP for the child. They should fill in goals and plan of action columns. They can use Cecile's IEP as a guide.
3. Monitor and help the trainees.
4. Ask different groups to explain their IEPs and gives feedback.

Consolidation – writing an IEP (2)

1. Tell the trainees to read the handout ‘Individual Education Plans’. Answer any questions they have.
2. Tell the trainees to write an IEP for a student they teach. NOTE: This could be done for homework.
3. Listen to some of the trainees' IEPs.

Case studies

Paul is 10 years old. He does not learn like the other children. He cannot write well. He can write a few letters and complete very simple math problems. During class Paul gets up and wanders around the room. He will only sit down for a few minutes at a time. During writing lessons he wanders about the most. The other students often tease Paul and call him ‘stupid’. Sometimes Paul wets himself. Then he goes home for the rest of the day.

- How can Paul learn better at school?
- What can Paul's parents do to help?
- How can other students help Paul?

Pudentienne has not developed like other children. She cannot walk well. She finds it difficult to hold things, like a pencil. When she speaks it is difficult to understand what she says. However Pudentienne can understand what other people say to her. She is 7 years old and started school last year, but she is still in Grade 1. She can recognize letters. She tries to write but becomes frustrated. During playtime she stays in class. Often she seems to stop listening in class and lays her head down on her desk.

- How can Pudentienne be more included in class?
- Are there any tools available to help Pudentienne write?
- How can the teacher and other students help Pudentienne to communicate?

Michel is 9 years old and in Grade 2. He had polio when he was two years old; as a result his right leg is smaller than his left leg. Michel uses a crutch to get around. He sits in the middle of the row at the back in school. It is difficult for him to get in and out. At playtime he stays in the classroom. Michel is very clever. He usually finishes his work before the others. Often he calls out loud in class and sometimes he hits other students with his crutch. The other students are afraid of Michel.

- How can Michel be included in playtime?
- What can be done to make Michel behave better in class?
- How can Michel's parents be involved?

See the possible answers in the handout on the next page.
## Handout: Individual education plans

### Paul

**Name:** Paul  
**Age:** 10  
**Class level:** Grade 2

**Description of learning difficulty**  
Paul does not learn like other students. He has great difficulty with writing. Paul may have an intellectual disability.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Plan of action</th>
<th>Target date</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. Paul will stop wandering around the class.  
2. Paul will be more included in class. | 1. Teacher will talk to the class and tell them not to tease Paul.  
2. Paul will sit at the front.  
3. Teacher will make the tasks Paul has to do simpler.  
4. Teacher will ask Paul to tell a story instead of writing it.  
5. Paul's parents will send him to school with a spare pair of shorts so he can change if he wets himself.  
6. Teacher will set time limits for Paul to stay seated. If he does this then he can have a reward. Teacher will ask a clever student to help Paul.  
7. Teacher will praise Paul a lot. | At the end of a term or year | - Paul gets settled and peers used to him.  
- Paul performs the simple test he is given by the teacher and sometimes orally.  
- Paul no longer wets himself.  
- Paul concentrates on his tasks and is given a reward.  
- Paul is always reinforced. |

### Pudentienne

**Name:** Pudentienne  
**Age:** 7  
**Class level:** Grade 1  
**Date of assessment:**  
**Class level:**

**Description of learning difficulty**  
Pudentienne cannot walk well or hold her pencil well. She finds writing very difficult. It is difficult to understand what she says. Other children do not play with her. She often does not participate in class. She may have cerebral palsy.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Plan of action</th>
<th>Target date</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. Pudentienne will be more included in class.  
2. Pudentienne will hold her pencil. | 1. Teacher will talk to the class and tell them to be kind to Pudentienne.  
2. Teacher will ask the class if there are any students who want to be Pudentienne’s friends.  
3. Teacher will wrap some tape around Pudentienne’s pencil to make it easier to hold.  
4. Two students who have volunteered to be Pudentienne’s friend will help her in class.  
5. Teacher will simplify writing tasks concentrating on writing individual letters.  
6. Pudentienne will sit at the front of the class.  
7. Teacher will give lots of encouragement. | (Let the trainees fill the space) | (Let the trainees fill the space) |
Name: Michel  
Age: 9  
Class level: Grade 2  
Date of assessment:  

Description of learning difficulty  
Michel has polio. He behaves badly and hits students with his crutch. Michel has behavior problems.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Plan of action</th>
<th>Target date</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. Michel will behave appropriately in class.  
2. Michel will go to play with the other students at playtime. | 1. Teacher to talk to Michel and ask why he does not go out to play and why he behaves badly.  
2. Teacher to talk to Michel’s parents.  
3. Teacher to talk to the class and encourage them to be kind to Michel.  
4. Michel to sit at the end of the row where can get out easily.  
5. When Michel finishes his work before the others Michel is given a book to read.  
   Michel is given a reward of a piece of fruit if he behaves well all day. | (Let the trainees fill the space) | (Let the trainees fill the space) |

Unit 4: Individual help

Aims:
At the end of this unit trainees should be able to:
- explain the importance of classroom monitoring  
- explore the ways to help individual children.

Estimated time: 3 hours

Monitoring

1. Write the following on the board: “to monitor”.  
2. Ask the trainees what “to monitor” means.  
3. Listen to the trainees’ ideas.  
4. Ask the trainees: “Think back to your lessons. What do you usually do when the children are busy doing an activity such as copying from the board, or doing sums or writing on their own? During this training course, what do I, and the other trainer, do when you are working in groups?”  
5. Listen to the trainees’ answers.  
6. Tell the trainees about the importance of monitoring.
Handout: Monitoring

To monitor means:

- checking that all the students understand what they are supposed to be doing
- checking that all the students are doing an activity correctly
- finding out which students are having difficulty and helping them
- spotting mistakes and correcting them at that time.

It is essential that a teacher walks around the class checking what the children are doing when they are working on their own or in groups. If a teacher does not monitor during a lesson, then the teacher won’t know which children are having difficulties and he/she won’t be able to help them. Waiting until the children do a test to find out if they are having problems is too late!

Individually help

1. Tell the trainees:

“Children with special needs need more help and support than other children. They will benefit more if the teaching is directed to their particular needs. Individual help should focus on the skills and knowledge the child needs to participate fully in the class. In your classes how do you give individual help?”

2. Listen to the trainees’ ideas.

3. Tell the trainees to read the handout, ‘Individual help’ and to work in pairs to answer the questions at the end of the handout.

4. Listen to answers from some of the trainees.

Handout: Individual help

Children with special needs need more help and support than other children. They will benefit more if the teaching is directed to their particular needs. Individual help should focus on the skills and knowledge the child needs to participate fully in the class. The first step to giving individual help is good monitoring.

To monitor means:

- checking that all the students understand what they are supposed to be doing
- checking that all the students are doing an activity correctly
- finding out which students are having difficulty and helping them
- spotting mistakes and correcting them at that time.

It is essential that a teacher walks around the class checking what the children are doing when they are working on their own or in groups. If a teacher does not monitor during a lesson, then the teacher won’t
know which children are having difficulties and he/she won’t be able to help them. Waiting until the children do a test to find out if they are having problems is too late! It is not easy to give individual help when there are many children in the class, but here are some ideas:

- Children with special needs can be paired with a more able student who can help them. This can benefit both pupils. It is an active peer-centered approach.
- Children who finish their work early can help others who find it difficult.
- Teachers can spend a few minutes at the end of the lesson going through the main points. This can also be done while the rest of the class is busy doing an activity. The teacher must check that other children are doing the activity correctly before spending time with an individual child.
- Volunteer helpers can be recruited to come into class to assist particular children. Family members, mothers, grandparents may be willing to do this. It may be for a limited period of time to help children settle into class or master the basics of certain subjects.
- Older students can be time-tabled to assist with special needs students.
- Two teachers can combine classes. One person manages the whole group while the other spends time helping the children with special needs.

Practical work

- Are there other ways individual help could be given to children?
- Note the ones which are most likely to be available to you as a teacher.

Unit 5: Assistive aids

Aim:

At the end of this unit, trainees should be able to:
- explain what is meant by assistive aids
- make easily and cheaply some simple devices.

Estimated time: two hours

What is an assistive device?

1. Ask the trainees: “What is an assistive aid?”
2. The trainees brainstorm their ideas.
3. Tell the trainees:
“An assistive aid is special equipment that can help a child overcome his or her impairment. For example, a wheelchair or crutches help children who have problems walking. Glasses help children with poor eyesight.”

Looking at assistive aids

1. Tell the trainees to get into groups of four or five people.
2. Give each group a set of pictures of some assistive aids.
3. Tell trainees to look at the pictures and answer the following questions for each picture:
   - What is this assistive device used for?
   - What kind of impairments can it help overcome?
4. The trainees discuss their ideas.
5. Listen to answers from the groups

![Picture 1](image1)

![Picture 2](image2)

![Picture 3](image3)
Picture 1  Special seat
This seat can help a child who can't sit up on their own easily.

Picture 2  Blind children can feel the shape of the letters or numbers.

Picture 3  Writing and pointing aid
A child with no arms can use this. One man from Ireland wrote a
best selling book using a device like this.

6. Ask the trainees:
   • Do you know any children these aids could help?
   • Could you make any of these aids?

7. Listen to trainees' ideas.

8. Tell the trainees:
   “Many assistive aids can be made easily and cheaply from materials around you. Other children or
   parents can be involved in making assistive aids.”

9. Ask trainees to make some simple devices using local materials (innovation).

Unit 6: Lesson planning

Aims:
At the end of this unit, trainees should be able to:
   • review the importance of lesson planning and the main points
   • practice writing a lesson plan.

Estimated time: 3 hours

1. Put the trainees into groups of four or five people.
2. Write the following questions on the board. Trainees discuss their answers in groups.
   • What is a lesson plan?
   • What things should a lesson plan cover?
   • Why is a lesson plan important?

3. Listen to the answers from the groups.
4. Tell the trainees to read the handout, ‘Lesson planning’.
5. Answer any questions the trainees have.
Handout: Lesson planning

What is a lesson plan?

- A lesson plan is the outline of a lesson that the teacher will teach.

What things does a lesson plan cover?

- The aim of the lesson, the main thing you are going to teach, e.g., aim = to introduce the three times table.
- The outcomes or objectives of the lesson. These are what you want the children to be able to do at the end of the lesson. For some children with special needs you may decide to have different objectives, e.g., objective = by the end of the lesson children will understand the concept of the three times table.
- The materials, books, and teaching aids you will use. Make a list of what you need.
- The activities you will use. Plan you activities carefully. Make sure there is variety. A whole lesson reading or copying is not a good lesson.
- The key words for the lesson. Write these on the board and check the children understand them.
- How you will adapt the lesson to help any children with special needs in your class. Individual education plans will help you to do this.
- Ways you can involve the children actively in the lesson. For example, in learning about measurement, they could find out about each other’s height.
- Ways you can introduce group work. Children with special needs benefit a lot by using group work because of the support they receive from the other children.
- Ideas for things children can do if they finish early.
- The timings for each part of the lesson. It is important your lesson has tempo.

Why is a lesson plan important?

- It helps to make your teaching more effective.
- It will save you time, because lesson plans can be kept and used again.
- It helps to make your lessons organized and structured.

Practical work

The trainer gives an example of Kigali Institute of Education (KIE) model and tells the trainees to work in the groups writing lesson plans. A sample is given.
Unit 7: Managing behavior

Aims:
At the end of this unit, the trainees should be able to:
- analyze the causes of bad behavior
- look at ways to manage bad behavior.

Estimated time: 3 hours

Reflecting on experience

1. Ask the trainees to get into groups of four or five people and to discuss these two questions.
   - Do you have or have you had, any children in your class who behave very badly?
   - What do you do to control bad behavior?
2. Trainees discuss.
3. Listen to the answers from some of the groups.

Reasons for bad behavior

1. Ask the trainees: "Why do some children behave badly?"
2. Trainees brainstorm their ideas.
3. Write the ideas on the board.
4. Present and hand out the following information.
Handout: Causes of bad behavior

Most children want to please their family, friends and other adults, they want to be loved, and they want to do well. All children are naughty sometimes. Being naughty is an important part of a child’s development. Children need to push boundaries, to take risks, to assert their individuality, if they are going to grow up properly. Some children are naughtier than other children. Their behavior is so bad that it is a real problem for their family and teachers. It is very important to know the reason why a child is behaving badly if you want to help that child to control his/her behavior.

Reasons for bad behavior

- **To gain attention**
  It may seem strange, but the most common reason children behave badly is to get attention, even being punished is better than being ignored.

- **Behavioral disorders**
  Sometimes children behave badly because of behavioral disorders like: hyperactivity, autism, etc. These disorders will be discussed in later modules.

- **To avoid doing work they find difficult**
  Nobody likes to admit they can’t do something. Often children behave badly to hide the fact that they find something very difficult. A child who can’t read may say they can but they just don’t want to.

- **Boredom**
  Sometimes very clever children behave badly because they are bored, they do not find the schoolwork interesting or they finish before the others and have nothing to do. Some teachers concentrate on only one subject during many hours.

- **Hunger and tiredness**
  Children who are hungry or who are tired may be restless, irritable or fall asleep in class.

- **Problems at home**
  Problems at home are a major cause of bad behavior. Children cannot talk about their problems like adults so they show their unhappiness in their behavior. A child who is being beaten at home may be very violent at school or very withdrawn. If the child’s parents are always arguing the child may behave badly at school to get attention from the teacher to make up for the fact that they are being ignored at home. Children who are very badly behaved or who are very withdrawn may be suffering from physical or sexual abuse.
Analyzing the causes of bad behavior

1. Give each group a set of case studies. Tell the trainees that for each case study they must:
   - describe the bad behavior
   - decide on the cause of the bad behavior.
2. Trainees discuss in groups.
3. Listens to the answers from the groups.

**Case study 1**
Silas is always late for school in the mornings. He usually arrives half an hour or more late. Sometimes he misses school completely. When he is in class he yawns a lot, he doesn’t pay attention and sometimes he falls asleep.

**Case study 2**
Natasha has six brothers and sisters. Her father works for an NGO and he is often away from home. The family is quite wealthy and Natasha always seems to have a new toy or pencil or book. At school she shows off her new things and won’t let other children play with them. In class she calls out answers, she gets up and runs about and she is often rude to her teacher.

**Case study 3**
Donatha is a clever child. Generally she always puts up her hand to answer questions and she finishes her work quickly. At the start of the morning she is well behaved but later on she stops concentrating and starts talking or looking out of the window. She rubs her eyes a lot and by the end of the morning she often says she has a headache. She sits at the back of the class usually, but she often keeps walking up to the front and then she starts disturbing the children there.

**Case study 1**
*Description:* Silas is late to school, doesn’t pay attention and falls asleep.
*Cause:* Tiredness, he may be working before coming to school.

**Case study 2**
*Description:* Natasha will not share her things, she gets up and runs around the class, she is rude and calls out answers.
*Cause:* Lack of attention. At home she does not get much attention. Her father is often away and her mother is busy with the other children. Her father buys her presents to make up for the fact that he doesn’t spend time with her.

**Case study 3**
*Description:* Donatha behaves badly at the end of the morning. She stops concentrating, starts talking and starts coming up to the front.
*Cause:* She has a visual impairment. As the morning goes on her eyes become tired so she rubs them and gets a headache. She talks to others to ask them about the work on the board or she comes to the front to see it better. If she can’t see it well she stops paying attention and looks out of the window.
Managing bad behavior

1. Tell trainees to look at the case studies again and decide what steps they would take to manage this bad behavior.
2. Trainees discuss in groups.
3. Listen to their ideas.
4. Tell the trainees to read the handout, ‘Managing behavior’.
5. Answer any questions they have.

Possible answers:

**Case study 1**
Talk to Silas and ask why he is late. Talk to the parents and explain the importance of education.

**Case study 2**
Talk to Natasha's parents about her bad behavior. Find out if she behaves badly at home too. Encourage her parents to only give her presents when she behaves well. At school ignore her when she calls out or walks around the class. Reward her when she behaves well and praise her when she does good work.

**Case study 3**
Move Donatha to sit at the front. Talk to her parents to tell them that you think she has a visual impairment. Encourage Donatha to tell you when her eyes start to hurt. Ask another child to help Donatha by reading out the questions.

**Handout: Managing behavior**

**Ways to manage bad behavior**

- Try to identify the cause of the bad behavior.
- Talk to the child, other teachers, the child's parents.
- All the teachers and others involved with the child at school must agree on a common approach to reacting to the child's behavior, especially in the use of rewards and punishments.
- Be consistent.
- Be fair.
- Never hit the child.
- Re-position the child in class. Children who get up and run around could be seated near the wall so it is more difficult for them to get out.
- The child may benefit from a shorter day or having some time when they can rest. It is better the pupil behaves appropriately all of the time he/she is in class than be in class behaving badly. The length of time a child is in class can be gradually increased. This strategy is useful when first introducing children to new classes.
- Active children can be given meaningful tasks to do such as giving out worksheets or books.
- Teachers should use rewards more than punishments. Reward good behavior. Rewards can be praise, or a piece of fruit or anything the child likes.
• Any plan for dealing with inappropriate behavior must include the encouragement of positive behavior. Otherwise children learn what they are not to do, but they have not learnt what they should do.
• Rewards often work best when the whole class earns a treat for good behavior. This puts peer pressure on disruptive students to behave well.
• Children will often show warning signs of disruptive behavior starting. If you can identify these, try to divert the child by moving closer and putting your hand on his/her shoulder as you continue with the lesson. This puts the teacher in control not the child.
• Use tone of voice, facial expressions and short simple sentences to show your displeasure at the child’s behavior.
• Punishments are only effective if children can understand the link between it and their behavior. A punishment must be something the child doesn’t like. Having a child stand outside the classroom may be a reward to a child who doesn’t like schoolwork. If you think a child is behaving badly to get attention, try ignoring the bad behavior.
• Every time you react you are rewarding the child by giving them the attention they seek. The child may react by behaving worse at first, so be prepared for this.
• Never make a threat that you cannot carry out.
• Beware of handing over your authority to others. For example, sending disruptive children to the principal gives the message that you are not as important as the principal. You should see the principal with the child.
• Find out if the child behaves badly at home. If so, plan a common approach with the child’s parents.
• Remember one method, which is successful with one child, may not work with another. Plan your responses to bad behavior.
• Children with special needs often have behavior problems as well. Remember that you must try to find out the cause of the bad behavior before you can change it.

Practical work

• Think of other bad behaviors and write them down.

Unit 8: Including all children

Aims:

At the end of this unit the trainees should be able to:

• explain the importance of including all children
• give suggestions on how to include all children.

Estimated time: 1 hour
Reflection

1. Write the following on the board or read it aloud slowly:

   “People often have negative attitudes towards children with special needs. Although these children may come to school they are often isolated within classes and schools. The value of inclusive education to children with special needs comes from mixing and sharing with other children. Teachers need to encourage this.”

2. Ask the trainees if they agree or disagree with this statement.

Ideas for including all children

1. Tell the trainees to read the handout ‘Including All Children’ and in pairs and answer the questions at the bottom.
2. Trainees read and discuss in pairs.
3. Listen to the trainees’ answers.

Handout: Including all children

People often have negative attitudes towards children with special needs. Although these children may come to school they are often isolated within classes and schools. The value of inclusive education to children with special needs comes from mixing and sharing with other children. Teachers need to encourage this.

- Teachers may need to explain to the other children the reasons why some children cannot walk, talk, see, hear, learn or behave like other children. Diversity should be recognized and respected. Children should learn that everyone is different.
- Teachers can use role-plays to help children to understand what it is like to be in a wheelchair, or to be unable to hear well.
- Children who use assistive devices (e.g., wheelchairs, crutches) can tell the class about how they use them. Other children can try using them.
- Encourage children to befriend children with special needs and help them. For example by helping them come to school or get to the toilet.
- Within the class encourage peer tutoring. Ask clever children to help weaker ones.
- Set the class activities to do in groups, so that all the children can contribute.
- Think of how children with disabilities can take part in sports. For example, a blind child can be partnered with a sighted child in running activities.
- Promote the talents of children with special needs by encouraging their participation in school activities, such as singing and dancing.
• Involve children with special needs in all school activities such as cleaning and as class monitors.
• Make sure a child with special needs goes out to play with other children during breaks.

Practical work

• Can you think of any other ways to ensure children with special needs are socially included in school?
• Write them down.
Part 5: Teaching Basic Skills to Children with Special Needs

Unit 1: The importance of talk

Aims:

At the end of this unit, trainees should be able to:

- explain in what ways children with special needs can learn
- explain the importance of talk in the classroom
- provide some ideas of how to help children who have difficulty talking
- provide some ideas of how to promote talk in the classroom.

Estimated time: 3 hours

Warm up

1. Put the following picture on the board.

2. Ask the trainees: “What do you see?”
3. Listen to their ideas. Some people will see a vase; some people will see two people looking at each other. Who is right? Who is wrong? It depends on how you look at the picture.
4. Ask the trainees: “Do people learn in the same way?”
5. Listen to their answers.
Do people learn in the same way?

No. Everyone learns differently. Some people remember things if they see them written down, other people prefer to listen rather than read. Children who cannot hear well learn more through sight. Children who cannot see well rely on hearing and touch.

The importance of talk in the classroom

Draw the following diagram on the board and present the information given below

Talk is very important for learning. In the classroom, about 70% of the teaching and learning is done through talking. The teacher can talk to the students. The students can talk to the teacher.

Good teaching and learning depends on a balance between these interactions. If the teacher talks all the time it is not good. It is important for the students to talk to the teacher, to ask and answer questions. It is also very important for the children to talk to each other by working in pairs and in small groups.

1. Ask the trainees: “In your lessons, how much time do you spend talking? How much time do the children spend talking to you? How much time do the children spend talking to each other?”
2. Listen to the answers from a few trainees.
3. Inform the trainees:

“It is very important for a child’s development that they learn to talk about their ideas and feelings. Good teaching encourages children to talk to their teacher and each other. In groups of four or five people think of ways that you could promote the use of talk in your lessons.”

4. Trainees brainstorm their ideas.
5. Listen to their ideas and write them on the board.

Ways to promote talk in the classroom

1. Explain and demonstrate to the trainees some ideas for promoting talk in the classroom:
   - correcting mistakes
   - talking about experiences
   - describing what they see
   - games eg, Show and Tell, Story Chain, Picture Sequencing
   (See handout, ‘Promoting talk in the classroom’ for details.)

2. Answer any questions the trainees have.
3. Ask the trainees: “Which of these ideas could you use in your lessons? Which ideas do you like the best?”
4. Listen to the trainees’ ideas.

Helping children who have difficulty talking

Present the following:

Some children have difficulty talking in class. This may be caused by a physical impairment such as a cleft lip or a child may have a hearing problem, which will affect how they learn to talk. Some children have an intellectual problem, which delays their development of speech and will affect how they express their thoughts. Some children may have a speech impairment, they may stammer or it may be difficult to understand what they say. Other children are shy and nervous.

1. Ask trainees: “How can you help these children to be included in talking activities?”
2. Trainees discuss their ideas in groups.
3. Listen to the trainees’ ideas.
4. Tell the trainees to read the handout, ‘Promoting talk in the classroom’
5. Answer any questions the trainees have.

Handout: Promoting talk in the classroom

Talk is very important for learning. In the classroom, about 70% of the teaching and learning is done through talking. The teacher can talk to the students. The students can talk to the teacher. Good teaching and learning depends on a balance between these interactions. If the teacher talks all the time it is not good. It is important for the students to talk to the teacher, to ask and answer questions. It is also very important for the children to talk to each other by working in pairs and in small groups.

In your lessons, how much time do you spend talking? How much time do the children spend talking to you? How much time do the children spend talking to each other?

It is very important for a child’s development that they learn to talk about their ideas and feelings. Also, by encouraging talk in the classroom a teacher can then assess the progress of the student. If a child is having difficulty, a teacher can then adapt the teaching methods to help the child improve. Good teaching encourages children to talk to their teacher and each other.

Ways to promote talk in the classroom

- **Correcting students’ mistakes**
  When a child makes a mistake, don’t just say, “That’s wrong” and give the correct answer. Point out the mistake and see if the child can correct it. A lot of mistakes are simple ones. If they can’t, see if other children can give the correct answer. Try to explain to the child why something is wrong. For example, a child has written the word in the wrong way. Most teachers would say that this is wrong and tell the child the right way. A few teachers would ask why the child wrote word in this way.

- **Encouraging students to talk about their experiences**
**Weekly news:** On a Monday allocate a few minutes to talk about what happened at the weekend. The children can talk to each other in pairs or small groups first, then the teacher can ask a few children to tell the class what happened.

**Daily news:** Encourage the children to tell you and the rest of the class any exciting news they have. It could be that one child has a new brother or sister, or their father bought a new cow. Tell the children your news too. Every day you should ask, “Has anyone got any news to tell?” Encourage other children to ask questions when they are listening to someone’s news.

- **Encourage children to describe what they see**
  There are a lot of pictures in the school textbooks. When you start a new lesson in the textbook ask the children to look at the pictures and talk about them. You can use questions to prompt the children (e.g., What is the man doing? How many cows are there? Are the people happy?). If the children draw any pictures get them to describe their drawings to each other.

- **Talking games**
  There are a lot of games you can play to encourage talk.

  **Show and Tell:** In this game you ask the child to bring in something to school that means a lot to them. It could be a toy, a photograph, or a necklace. The child must tell the class about the object. They should describe what it looks like, how they got it and why it is important to them.

  **Story Chain:** In this game the children make up their own story, sentence by sentence. The teacher gives the children the first sentence of the story (e.g., “A long, long time ago there was a lonely elephant”). The teacher then points to a child who must add a sentence to the story (e.g., “The elephant was lonely because he had no one to talk to”). Children take it in turns to add another sentence to the story. This game works best if the children work in groups of 6-8 children.

  **Picture Sequencing:** In this activity the teacher shows the children 4-6 pictures in sequences, which tell a story. The children must describe what they see in the pictures to make up the story. In a variation the teacher can put the pictures on the board in the wrong order. The children must try to put the pictures in the correct order to tell the story.

**Identifying children who have difficulties with spoken language**

Some children have difficulties talking. Many children who have difficulty producing speech are easily identified because they have physical impairments (problems with speech organs like lips, tongue, vocal cords, palate, uvula, etc) and/or hearing impairments. Other children may have difficulties translating thought into speech.

**Indicators of a child with spoken language difficulties**

- poor use of grammar
- unable to express himself in complete sentences; gives one word answers
- difficulty remembering words
- may repeat words
- may talk too loudly or softly
- may use gestures, mime and facial expressions to communicate
- has difficulty describing things
- reads better silently than orally or vice versa
- may use abbreviated speech e.g., “Me - go- house”

**Helping children with speech difficulties**

- Use small group work. Children who are shy or who have difficulties speaking find this less intimidating.
- Look to see which other children in the class the child with a speech difficulty talks to. Let the child with a difficulty work with friends.
- Provide a good speech model.
- Use simple words that the child knows.
- Be cautious about always correcting the child’s speech.
- Avoid competitive games that require spoken answers.
- If asking the child questions in front of the class, the answers should be simple short phrases or one word.
- Give plenty of encouragement.
- If a child has a stammer and has difficulties saying a word don’t supply the word or complete the sentence for them.
- Describe activities as you do them e.g., “I am writing the answers on the board”.

**Practical work**

- Mention different indicators of speech problems you normally identify when you teach a text.

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**Unit 2: Teaching reading**

**Aims:**

At the end of this unit, the trainees should be able to:
- explain the reasons why some children have difficulty reading
- demonstrate some techniques to help children to read.

**Estimated time:** 3 hours

**Reflection**

1. Tell the trainees: “There are many different ways teachers use to teach children to read. What techniques do you use?”
2. Listen to trainees’ ideas and make a short list on the board.
   - matching words and pictures
   - teaching the letter sounds
   - learning to read by reading
   - learning to recognize words by sight.

Learning to read and to understand what you read

Present the following:

No one really knows how children learn to read. It seems to be different for each child. Even when you think back to how you learnt to read it is hard to remember exactly when and how you acquired the skill. For slow learners it must be very discouraging to watch their friends learning to read while they are still struggling to learn the secret. As they realize they are falling behind they can become discouraged. The more they fail to read, the more discouraged they become and they feel embarrassed. A teacher must take care to avoid the child falling into a cycle of failure. Sometimes teachers make the situation worse because they confuse reading the sounds of words and sentences for reading for meaning. It is essential children understand what they read.

1. Demonstrate what is meant by understanding what you read.
2. Put the Japanese word “watashi” on the board.

3. Point to the individual letters in the word and the trainees repeat: wa ta shi
4. Ask some trainees to “read” the word.
5. Ask the trainees: “Can you read this now?”
6. Point out that they can decipher the sounds of the word but they don’t know what it means. Only when they know the meaning can they really be said to be reading.
7. Trainer tells the trainees: “Here are some important things you should remember when teaching children to read:
   - Don’t let children become discouraged when they do not learn to read as easily as other children in the class.
   - Keep reading meaningful by putting it in a context which is relevant (e.g., reading the labels on cans, reading instructions and then acting them out).
   - Use a variety of techniques in teaching reading.
   - Remember that simply reading aloud without understanding is not meaningful reading.

8. Answer any questions the trainees have.
Handout: Techniques for successful reading

1. The most common techniques used for a successful reading session are:

   - pre-reading
   - matching words and pictures
   - matching words and meaning
   - topic words
   - matching sentences
   - sequencing sentences
   - reading commands
   - reading without vowels.

Pre-reading

Pre-reading are simple activities the teacher does before the children start reading a piece of text. It is hard to read and understand a text if you have no idea what it is about. Before the children read, talk about the pictures that accompany the text, this will help to give some context to what the children are going to read.

Matching words and pictures

Put some pictures on one side of the board. On the other side write the words that accompany the pictures in the wrong order. Children take it in turns to come to the board read a word and point to the picture of the word.

Matching words and meaning

Sometimes teachers ask children to read a text with the intention of discovering to what extent they are able to relate the words to the meaning.

Topic word

The teacher writes three topics on the board (e.g., colours, animals, vegetables) in three large circles. Around the board are written words in those topics. The children have to read a word and put it in the correct circle.

Matching sentences

Write the first part of some sentences on one side of the board; write the end of the sentences on the other side of the board in the wrong order. Children have to match the sentences. This can be done individually, in pairs or as a whole class activity. For example:
I clean my teeth at 7 o'clock  
We start school with a brush  
My sister is in Kigali  
My school is 7 years old

**Sequencing sentences**

The teacher writes some sentences on the board. The children have to read the sentences and put them in the correct order. For example:

*Teachers writes:*
- I wash my face
- I get up at 6 o'clock
- I walk to school
- I eat porridge for breakfast
- I put on my clothes.

*Children rearrange into this order:*
- I get up at 6 o'clock
- I wash my face
- I put on my clothes
- I eat porridge for breakfast
- I walk to school.

**Reading commands**

The teacher writes some commands onto pieces of paper. One child comes to the front and reads the command and all the other children do the action. You can increase the difficulty of the commands. For example:

Stand up… Pick up your pen… Put your left hand on your head and your right finger on your nose.

**Reading without vowels**

In this technique children work in pairs. Each member of the pair is given a different piece of text; a couple of sentences are enough. The children rewrite their text but they miss out all the vowels. For example:

Th ct st dwn n th chr nd slp. Th ms mn crss th flr nd t th brd.

The pairs then exchange their texts and try to read them at first individually and then later in discussion with their partner. This exercise forces the reader to look ahead in the text for context clues to help them understand. Using context to understand what we read is an important skill. The activity also makes the children more aware of the importance of vowels.

**Practical work**

- Tell some trainees to read the handout, ‘Teaching reading’, to close the text and to summarize it.
- Meanwhile others identify problems encountered when reading it.
Unit 3: Teaching writing

Aims:

At the end of this unit, trainees should be able to:
- analyze some of the difficulties children have in writing
- demonstrate techniques to help children write.

Estimated time: 3 hours

Components of writing

1. Tell the trainees the following information and demonstrate, with examples, the different components of writing.

Talking, reading and writing are closely linked. A child learns to talk first. Most children learn to talk by listening to family and people around them. They do not need to be taught talking formally. However, most people only start to learn reading and writing when they go to school. Reading and writing need to be taught. Usually reading and writing are taught together.

The ability to write involves several things:
- physical ability to hold and move the pen (motor skills)
- ability to recognize letters and differentiate between different letters
- ability to recall the letter and reproduce it (visual memory)
- ability to distinguish different sounds (auditory perception and categorization)
- ability to associate the sound with the letter (spelling)
- appreciation of the relationship between shapes
- ability to follow instructions and organize thoughts.

Writing is a complex activity. Many children have difficulties learning to write.

2. Tell the trainees to get into groups of four or five people.
3. Ask the trainees: “What are some of the difficulties children have in writing?”
4. Trainees discuss in groups.
5. Listen to the trainees’ ideas and makes a list on the board.
   - poor handwriting
   - writing letters the wrong way round.

Helping children with their handwriting

1. Ask: “What are some of the problems children have with handwriting?”
2. Trainees brainstorm their answers. Write their ideas on the board.
   - writing slants
   - letters too small or too big
   - letters not uniform, some letters bigger than others
3. Give the following presentation:

- **Posture**
  Check the child is sitting correctly. They should sit with their back straight; their shoulders should be relaxed and bent slightly forward. Their head should not be too close to the book.

- **Pencil grip**
  Show children how to hold their pencil correctly. Children should use the tripod grip (the index and middle finger and thumb hold the pencil. The wrist should rest on the paper. Children who have difficulty gripping a pencil can be helped by wrapping tape around the pencil stem.

- **Paper position**
  For a right-handed person slant the paper to the left. For a left handed person slant the paper to the right. Hold paper in place with the free hand.

- **Learning to form letters**
  Children should first practice copying simple patterns. For example:
  
  - Children can practice letters by drawing them in the sand, or tracing them in their air with their fingers, or writing the letter on each other’s backs with their fingers. This will give the children a tactile or physical memory of the shape of the letter.
  
  - Make special worksheets to help children who are having particular difficulties. On these worksheets children can write letters by joining up dots. If you cover the worksheet in plastic and give the child a white-board marker to use, then it is easy top wipe away what the child has written and the worksheet can be used again and again.

**Common handwriting problems and what the teacher can do**

- **Letters are slanted:** Correct the position of the paper.
- **Very large letters:** Give the child practice tracing over smaller letters. Check the position of the wrist and arm. The child may be moving the whole arm to write, or the wrist may not be resting on the paper.
- **Very small letters:** Correct the hand movement; the child may be gripping the pencil too tightly or the wrist may be too rigid.
- **Not writing on the line:** Draw thick lines for the child to write between.
- **Taking up too much space:** Check the child’s arm movement.
- **Letters not uniform (some bigger than others):** Draw guiding lines for the child to use.
- **Improper pressure, the child presses too hard or too softly:** Check the child’s pencil grip.

**Helping children with expressive writing**

1. Tell the trainees: “Write three sentences.”
   (The trainer must NOT help the trainees by telling them why they are writing the sentences or what their sentences should be about.)
2. After two minutes ask a trainee to read his/her sentences.
3. Ask the trainees: “How did you feel? Was it easy to write the sentences?”
4. Give the following presentation:

It is not easy to write something if:
- you don’t know what you should write about
- you don’t know why you should do the writing
- there is not enough time.

Good preparation is essential if you want children to write sentences or short stories on their own. Before children start to write:
- explain why you want them to do the writing
- talk about the subject you want the children to write about.

For example, if you want children to write about their family, ask them questions first. Get children to work in pairs to tell each other about their families.
- ask the children to list useful words they will need and write them on the board
- tell the children clearly how much they should write and give them enough time.

Expressive writing activities

- **Parallel writing**

In this activity the teacher gives the children a model to follow. Children change individual words or sentences. For example:

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Teacher’s model:                                    Child writes:
My name is Thomas. I am 7 years old.                My name is Emmanuel. I am 6 years old.
I live in Gitarama village.                         I live in Kibuye village
I have two older brothers.                         I have one older sister and three brothers
My father is a teacher.                             My father is a farmer.
I like drawing.                                    I like to look after the cows.
```

This activity is very good for mixed ability classes. Clever children will make more changes and write more. Weaker children can follow the model closely, only changing individual words.

- **Unfinished sentences**

The teacher writes an incomplete sentence. The children must finish the sentence. For example:

```
Yesterday I went to the market and I bought ..........  
At the weekend I will ..........
```

- **Hidden stories**

In this game the children work in groups of 6-8. The teacher gives each group a piece of paper with a sentence written at the top. The first child in the group reads the sentence silently and writes another
sentence to follow it. Then they fold over the paper so the first sentence written by the teacher cannot be read. Other children must not see the sentence the child writes. The child passes the paper to the next child in the group. They read the last sentence written but not the first sentence written by the teacher. They write their own sentence and fold the paper over the previous sentence as before. This goes on until every child has written a sentence.

The first child in the group unfolds the paper and reads all the sentences that make up the story. The stories are often very funny because the children have only been able to read the sentence written by the person before them and not all the sentences. The teacher can ask different groups to read their stories to the class.

Consolidation

1. Tell the trainees to read the handout, 'Teaching writing'.
2. Answer any questions.

Handout: Teaching writing

Talking, reading and writing are closely linked. A child learns to talk first. Most children learn to talk by listening to family and people around them. They do not need to be taught talking formally. However most people only start to learn reading and writing when they go to school. Reading and writing need to be taught. Usually reading and writing are taught together.

The ability to write involves several things:
- physical ability to hold and move the pen (motor skills)
- ability to recognize letters and differentiate between different letters
- ability to recall the letter and reproduce it (visual memory)
- ability to distinguish different sounds (auditory perception and categorization)
- ability to associate the sound with the letter (spelling)
- appreciation of the relationship between shapes
- ability to follow instructions and organize thoughts.

Writing is a complex activity. Many children have difficulties learning to write.

Helping children with handwriting

• **Posture**
  Check the child is sitting correctly. They should sit with their back straight; their shoulders should be relaxed and bent slightly forward. Their head should not be too close to the book.

• **Pencil grip**
  Show children how to hold their pencil correctly. Children should use the tripod grip (the index and middle finger and thumb hold the pencil. The wrist should rest on the paper. Children who have difficulty gripping a pencil can be helped by wrapping tape around the pencil stem.
- **Paper position**
  For a right-handed person slant the paper to the left. For a left handed person slant the paper to the right. Hold paper in place with the free hand.

- **Learning to form letters**
  Children should first practice copying simple patterns. For example:
  - Children can practice letters by drawing them in the sand, or tracing them in their air with their fingers, or writing the letter on each other’s backs with their fingers. This will give the children a tactile or physical memory of the shape of the letter.
  - Make special worksheets to help children who are having particular difficulties. On these worksheets children can write letters by joining up dots. If you cover the worksheet in plastic and give the child a white-board marker to use, then it is easy top wipe away what the child has written and the worksheet can be used again and again.

**Common handwriting problems and what the teacher can do**

- **Letters are slanted:** Correct the position of the paper.
- **Very large letters:** Give the child practice tracing over smaller letters. Check the position of the wrist and arm. The child may be moving the whole arm to write, or the wrist may not be resting on the paper.
- **Very small letters:** Correct the hand movement; the child may be gripping the pencil too tightly or the wrist may be too rigid.
- **Not writing on the line:** Draw thick lines for the child to write between.
- **Taking up too much space:** Check the child’s arm movement.
- **Letters not uniform (some bigger than others):** Draw guiding lines for the child to use.
- **Improper pressure, the child presses too hard or too softly:** Check the child’s pencil grip.

**Helping children with expressive writing**

It is not easy to write something if:
- you don’t know what you should write about
- you don’t know why you should do the writing
- there is not enough time.

Good preparation is essential if you want children to write sentences or short stories on their own. Before children start to write:
- explain why you want them to do the writing
- talk about the subject you want the children to write about.

For example, if you want children to write about their family, ask them questions first. Get children to work in pairs to tell each other about their families.
- ask the children to list useful words they will need and write them on the board
- tell the children clearly how much they should write and give them enough time.
Expressive writing activities

- **Parallel writing**
  In this activity the teacher gives the children a model to follow. Children change individual words or sentences. This activity is very good for mixed ability classes. Clever children will make more changes and write more. Weaker children can follow the model closely, only changing individual words.

- **Unfinished sentences**
  The teacher writes an incomplete sentence. The children must finish the sentence. For example:
  
  Yesterday I went to the market and I bought ........
  At the weekend I will ........

- **Hidden stories**
  In this game the children work in groups of 6-8. The teacher gives each group a piece of paper with a sentence written at the top. The first child in the group reads the sentence silently and writes another sentence to follow it. Then they fold over the paper so the first sentence written by the teacher cannot be read. Other children must not see the sentence the child writes. The child passes the paper to the next child in the group. They read the last sentence written but not the first sentence written by the teacher. They write their own sentence and fold the paper over the previous sentence as before. This goes on until every child has written a sentence. The first child in the group unfolds the paper and reads all the sentences that make up the story. The stories are often very funny because the children have only been able to read the sentence written by the person before them and not all the sentences. The teacher can ask different groups to read their stories to the class.

**Note:**
Publish writing to make it meaningful. Girls’ and boys’ writing can be “published” on classroom walls or made into simple books. It can also be shared with learners in other classes, with families and the community, and with friends. When learners write letters to a community leader or a visitor – whether to ask questions, offer opinions, or simply express appreciation for a visit – they have the opportunity to write about things that are important to them and that have a real purpose and an audience.

**Practical work**

Write three sentence:

- Students are not playing today.
- It is muddy.
- Let them sing only.

Observe how your classmate writes and tell how he/she controls his/her movement and what mistakes she makes.
Unit 4: Teaching math

Aims:

At the end of this unit, trainees should be able to:
- analyze some of the problems children have in math
- demonstrate ways to help children with math.

Estimated time: 3 hours

Difficulties in math

1. Ask the trainees: “What are some of the difficulties children have in math?”
2. Trainees brainstorm their ideas. Make a list on the board, e.g.:
   - don’t remember the rules for different mathematical operations taught in class (like carrying and borrowing)
   - can’t remember number facts (such as tables)
   - can’t remember the sequence of things to do in solving problems
   - have difficulty relating different concepts together (e.g., multiplication is an extension of division)
   - can’t understand the terms (e.g., multiplication, division, remainder, divisor, etc).

Why children have difficulties in math

1. Write the following questions on the board:
   - Do you frequently ask children to recite number facts in class (e.g., times tables)?
   - Do you think most children have seen addition and subtraction signs before starting school?
   - Do your students spend most of their time solving number problems (e.g., 12 + 5 =) instead of word problems (e.g., Peter has 12 pens. He buys 5 more. How many pens has he got?)?
   - If your students do not understand something, do you teach again it in the same way?
   - Do you always use formal mathematical terms (e.g., multiply, denominator, addition)?

2. Tell the trainees: “Think back to how you teach math. Answer these questions about how you teach. Answer ‘yes’ or ‘no’ to each question.”
3. Trainees answer the questions individually.
4. Trainees discuss their answers in pairs.
5. Listen to some trainees’ answers.
6. Give the following presentation

Math is often taught in school in an abstract way, which does not seem to be connected with everyday life. Children often fail to understand math because:
- they don’t understand the technical language
- they can’t see what math means in terms of real life.

If you answered, “yes” to all, or nearly all, of the questions then you may be teaching math in an abstract way which children find difficult. How do you know if a child really understands a mathematical concept or
fact? If a child can recite perfectly his 3 times table, does he understand it? It is very important to make sure the children understand math and have not just learnt a set of facts. One way to check if a child has really understood is to see if they can transform one kind of problem into another kind.

Example 1
The teacher writes the following question on the board:
John has 5 chickens but one died. How many chickens does John have left?
The teacher asks the children to represent this problem using numbers:
$$5 - 1 = 4$$

Transformation: Language to symbols
If the children can make this transformation, it shows that they understand the concept of subtraction.

Example 2
The teacher writes on the board:
$$3 \times 3 = 9$$
The teacher asks if the children can write the sum in another way:
$$3 + 3 + 3 = 9$$

Transformation: multiplication to addition
If the children can do this, then they understand that multiplication is an extension of addition.

Example 3
The teacher writes on the board:
$$6 - 2 =$$
The children answer. The teacher asks one child to come to the front and show the sum using pencils. The child holds the pencils and says: “I have six pencils, if I take two away, I have 4 pencils left.”

Transformation: symbols to concrete objects

Helping children with special needs in math
1. Tell the trainees to get into groups of four or five people.
2. While the trainees are getting into groups write the following math problems on the board:
   $$6 \div 3 = 2$$
   $$10 - 5 = 5$$
   $$3000 + 500 + 100 = 3600$$
3. Tell the trainees:
“Children with special needs often have difficulties in math. It is very important to make sure math problems are presented in a concrete way that reflects their experience. Look at these math questions. How could you make them less abstract?”

4. Trainees discuss in groups.
5. Listen to their answers

6 ÷ 3 = 2
The teacher has six sweets. The teacher calls two students up to the front and asks the class: “I want to share these equally between us. How many sweets do we each get?”

10 – 5 = 5
The teacher writes the question as a word problem: “Evariste had 10 rabbits. He sold 5 at the market. How many rabbits does Evariste have now?”

3000 + 500 + 100 = 3600
The teacher uses money. The money is in 100, 500, 1000 notes. The teacher has some pictures of things to buy in the market with the prices written on them. The teacher goes shopping and buys a shirt for 3000frw, a notebook for 500frw and a cake for 100frw. The teacher then asks the children how much he/she has spent. The children practice shopping in groups.

Consolidation

1. Tell the trainees to read the handout, ‘Teaching math’.
2. Answer any questions.

Handout: Teaching math

Some children who are very clever in other subjects find math difficult. A lot of children struggle to understand math.

Common math difficulties are that children:
- don’t remember the rules for different mathematical operations taught in class like carrying and borrowing
- can’t remember number facts such as tables
- can’t remember the sequence of things to do in solving problems
- have difficulty relating different concepts together (e.g., multiplication is an extension of division)
- can’t understand the terms (e.g., multiplication, division, remainder, divisor, etc.)

Reasons why children have difficulties understanding math

Math is often taught in school in an abstract way, which does not seem to be connected with everyday life. Children often fail to understand math because:
- they don’t understand the technical language
- they can’t see what math means in terms of real life.
If you answered, “yes” to all, or nearly all, of the questions that the trainer put on the board, then you may be teaching math in an abstract way which children find difficult. How do you know if a child really understands a mathematical concept or fact? If a child can recite perfectly his 3 times table, does he understand it?

It is very important to make sure the children understand math and have not just learnt a set of facts. One way to check if a child has really understood is to see if they can transform one kind of problem into another kind.

For example:

The teacher writes the following question on the board:

“Everiste has 5 chickens but one died. How many chickens does Everiste have left?”

The teacher asks the children to represent this problem using numbers:

\[ 5 - 1 = 4 \]

**Transformation: Language to symbols**

If the children can make this transformation it shows that they understand the concept of subtraction.

Here’s another example:

The teacher writes on the board:

\[ 3 \times 3 = 9 \]

The teacher asks if the children can write the sum in another way:

\[ 3 + 3 + 3 = 9 \]

**Transformation: multiplication to addition**

If the children can do this, then they understand that multiplication is an extension of addition.

And another example:

The teacher writes on the board:

\[ 6 - 2 = \]

The children answer. The teacher asks one child to come to the front and show the sum using pencils. The child holds the pencils and says: “I have six pencils, if I take two away, I have 4 pencils left.”

**Transformation: symbols to concrete objects**

**Guidelines for helping children to understand math**

The most important thing when teaching math is to make it real and to check that the children really understand.

- **Use real objects:** Help children to understand about numbers by using real objects. Pebbles, bottle tops sticks, etc, can be used to help children learn. This is especially important for children with intellectual or seeing difficulties. A simple abacus can be made from bottle tops.
• **Use real situations**: Practicing shopping is a great way to let children practice number work.

• **Use word problems as well as number problems.**

• **Use simple terms instead of technical words:**
  
  For example:
  
  - multiplication = times
  - subtraction = less than
  - addition = altogether
  - division = shared between/each.

**Practical activity**

Video: Show trainers the video called “Teachers for All/Responding to challenges in inclusive classrooms (with focus on methodology)” in South Africa.
Part 6: Advice for Teaching Children with Disabilities in the Classroom

Unit 1: Case study analysis and discussion

Aim:

At the end of this unit trainees should be able to:

- explore different ways to help children with mobility, hearing, seeing, learning and behavior difficulties in the classroom.
- improve the quality of education for children with disabilities.

Estimated time: 6 hours

1. Put the trainees into five groups.
2. Give each group a different case study to read.
3. Tell each group to read their case study.
4. While the trainees are reading, write the following questions on the board.

In your case study:

- What difficulties did the child face?
- What things were done to help the child overcome these difficulties?
- Can you think of any other things that could be done to help a child with similar difficulties?

5. Tell the groups to discuss the answers to these questions. One person in each group should be a secretary and take notes on the group’s ideas.

Feedback

1. Call on the secretary in each group to come to the front and tell the rest of the class their answers to the questions, in turn.
2. Highlight important points and answer any questions.
Handout: Case studies

Case study 1: A child with mobility problems

Emeritha is nine years old. She lives in Ruhango. She has a disease that has made her bones very weak, meaning that she has not grown like other children. She is very short for her age. She is about as tall as a fouryear-old. She cannot walk. She cannot stand on her own. She cannot go to the toilet on her own either.

However, she is very clever. She has good coordination in her hands and she has a lively personality. Emeritha has just started school. She lives near the local school and every day her grandmother or her sister carries her on their backs to school. In the breaks between the lessons Emeritha’s friends carry her outside the classroom. She can’t run about like them, but they usually include her in their games.

Before Emeritha started school, the teachers were nervous. They were worried about how the other children would treat Emeritha. The head teacher had a good idea. First of all she spoke to the whole school and told all the children about Emeritha. Then when the children went back to class, their teachers did some games with them to help them understand about Emeritha’s difficulties. For example, in one class the teacher brought in some rope and tied up some of the children’s legs, so they couldn’t walk. Children took it in turns to see what it was like not being able to walk.

When Emeritha started school no one teased her.

Case study 2: A child with hearing problems

Emmanuel lives in Kigali. He is 12 years old. He had been going to school for years. He was taught the regular curriculum but he did not learn much and had to repeat many times. The fault was not his though. The school had never identified or addressed his special needs.

Last year a new teacher arrived at the school. He had learned about disabilities on his pre-service course. Mr Semana quickly realized that Emmanuel had a problem. He asked a local NGO for help. The NGO paid for Emmanuel to see a doctor.

The doctor discovered that Emmanuel had difficulty hearing high or low pitched sounds especially when he couldn’t see the person or thing that was making the noises. The doctor prescribed a hearing aid and this helped Emmanuel’s hearing a great deal.

Mr Semana made sure Emmanuel sat at the front of the class. In order to help him understand, Mr Semana used a lot of gestures when explaining things. He would often write instructions on the board. He took time to find out just what Emmanuel had learned and what he hadn’t. He focused on Emmanuel’s strong points and used them to overcome his weak points.

In class Mr Semana asked one of the cleverest boys to sit next to Emmanuel and help him. They became good friends and the other boy really enjoyed teaching Emmanuel things.

Every lunchtime, Mr Semana spends a few minutes with Emmanuel. They go and sit under a tree far away from noise. Emmanuel wears his hearing aid and Mr Semana checks he has understood what they studied that day.
Case study 3: A child with seeing difficulties

Aimable is 14 years old. He is in his first year at a secondary school in Butare. He is the best student in his class even though he is blind.

He lost his sight in an accident at home when he was nine years old. Before the accident he went to primary school and was one of the cleverest students. After the accident he stayed at home, his parents didn’t know how to help him.

One day they heard about the special school for the blind in Rwamagana. They took Aimable to the school and he started studying there. At the special school, Aimable learned Braille, a system where letters are represented by bumps made in paper using a simple slate and a pin called a stylus. The blind person can read by feeling the bumps with their fingers. Aimable learned Braille quickly, and because he was clever he could remember nearly everything he had learned before his accident.

After three years at the school it was decided he was ready to go to secondary school. One of the teachers at the secondary school learned how to use Braille. He now marks Aimable’s work and his exams. In class Aimable sits near the front so he can clearly hear the teacher. Aimable has developed an excellent memory to compensate for his lack of sight. Another boy, Aimable’s friend, helps him. The school textbooks have not been translated into Braille so his friend reads aloud to Aimable.

The teachers also adapt teaching aids to help Aimable. They have stuck pieces of string onto a piece of wood so that Aimable can feel the angles in math. In geography, the teacher has stuck string over all the lines on the map and used buttons to mark the cities now Aimable can feel what Rwanda looks like. Outside of class, the other children help Aimable to make sure he doesn’t fall down when moving around the school. They have also learned that it is important for them to touch him gently when they start to speak to him and to say their name. If they do this, Aimable knows who is talking to him and he can look at them.

When Aimable finishes school he wants to be a teacher, so he can help other blind children.

Case study 4: A child with learning difficulties

Gatera is ten years old and is now in Primary 3. Gatera has difficulty learning. His intelligence is average but he just doesn’t learn things the same way as others. He didn’t start to talk until he was five. He is a cheerful boy and gets on with other children and can run and play like them. At school, though, he was always at the bottom of the class and he had to repeat Grade 1 twice.

When he was in Primary 2, he had a new teacher, Mrs Pelagie. She realized that Gatera had special problems and that he was never going to learn like the other children. She tried using different ways to teach Gatera. First of all she tried appealing to all his senses. She brought in pictures of the things she was teaching about and sometimes the real thing, which she let him touch. All the children liked her visual aids. Gatera was very bad at math, so she gave him small stones, which he could use to count with. Gatera began to understand about math, but it also meant that he was much slower doing his sums than the other children. Mrs Pelagie thought about this and decided that she needed to reduce the work that Gatera had to do. For example in math he only has to do three sums while the other children have to do six. Gatera finds writing difficult, so Mrs Pelagie let him answer the questions orally.

Gatera often writes his letters the wrong way round so Mrs Pelagie gives him extra time to copy things from the board or he doesn’t have to copy everything. Gatera sits at the front of the class next to one of
the clever students who can help him. Mrs Pelagie would also check that he understood all the instructions. She is also very careful to praise Gatera a lot and encourage him.

Gatera really improved in Primary 2 but towards the end of the year Mrs Pelagie realized that he would not be able to reach the required standard to go into Primary 3. She went to talk to the school principal. She explained about his difficulties. The principal listened and said that they should talk to Gatera's parents as well.

They told Gatera's parents that he would find it very difficult to progress from Primary 2 to Primary 3 and then to Primary 4 because every year the work got harder. Gatera's parents still wanted him to go to school. There were still many things he could learn, they thought. The principal listened carefully and then he suggested that each year Gatera should move up a grade like the other children even though he didn’t meet the standard.

Now, Gatera is doing well. He is also happier because he can continue to study with his friends.

Case study 5: A child with behavioral difficulties

Uwineza is seven years old. She is in Primary 2 now. When she started school last year she was very badly behaved. She wouldn’t sit still. Her concentration span was very short. After about ten minutes she would get up and walk around the class. She would call out answers without putting up her hand and sometimes she would throw things. Outside of class she didn’t have many friends because she was bad tempered and would hit the other children.

Her teacher, Mrs Lydie, was very worried about her. She knew Uwineza’s aunt so first she went to talk to her. Uwineza’s aunt agreed that Uwineza was a very naughty child. She told Mrs Lydie that Uwineza had six older brothers and sisters and her mother just had another baby. No one had much time for Uwineza in the family. Mrs Lydie thought about this. She had an idea that Uwineza might be behaving badly to get attention.

At school Mrs Lydie started to ignore Uwineza if she called out answers or got up from her desk. At first things got worse, Uwineza would shout more loudly until Mrs Lydie had to do something. Then she would send Uwineza out of the class for ten minutes to calm down. Mrs Lydie also started using rewards instead of punishments. She would tell Uwineza that if she managed to sit still and study for 20 minutes then she could take a five minute break. Mrs. Lydie gradually increased the time week by week. She also told Uwineza that on days when she was good she would give her a sweet. Uwineza began to learn that good behavior, not bad, got her attention and rewards.

Mrs Lydie also went to talk to Uwineza parents. Uwineza came from quite a wealthy family. Her mother said that Uwineza was always wanting things, so usually they gave them to her because if they didn’t she would cause trouble. However, since she had the baby, Uwineza’s mother didn’t have as much time for Uwineza. Nowadays she was often angry with Uwineza and she smacked her regularly.

Mrs Lydie told Uwineza’s mother why she thought Uwineza was behaving badly and what she had been doing at school to help her. She said that Uwineza was behaving better at school but it was difficult if at home she was being treated differently. Mrs Lydie said that the most important thing was to be consistent. She suggested that it might help if Uwineza could help care for the baby with her mother. Uwineza’s mother thought this was a good idea. She also tried not to smack her and instead give her a piece of fruit when she was good. The changes at home made a big difference. Uwineza’s behavior quickly improved.
Case study 1: a child with mobility problems

What difficulties did the child face?
- Her bones are very weak.
- She has not grown like other children. She is very short for her age.
- She cannot walk, stand on her own or go to the toilet on her own.

What things were done to help the child overcome these difficulties?
- Someone carries her to school.
- She sits in a special chair and table at the front of the class.
- The teacher helps her go to the toilet.
- Other children carry her around the school.
- The head teacher explained to the other children about her difficulties and the teachers played some games with the children so they could understand about child’s difficulties and not tease her when she started school.

Can you think of any other things that could be done to help a child with similar difficulties?
- Provide assistive devices (e.g., wheelchairs, crutches, leg supports).
- Build ramps so the child can get around school easily.
- In sports lessons, adapt the games so the child can join in whatever way they can.
- Be aware of the child's difficulties, but don’t over protect them, try to include them in every activity.

Case study 2: a child with hearing difficulties

What difficulties did the child face?
- He had trouble hearing high or low pitched sounds especially when he couldn’t see the person or thing making the noises.

What things were done to help the child overcome these difficulties?
- He saw a doctor and had a hearing aid fitted, but the school was too noisy so his hearing aid didn’t work well.
- The teacher made him sit at the front.
- The teacher used gestures and wrote instructions on the board.
- The teacher asked a clever boy to help.
- The teacher gave him some extra help every lunch time – in a quiet place where boy could use his hearing aid – by checking he had understood what they studied.
- The teacher adapted what he taught and tried to focus on the child’s strong points in order to help him overcome his weak points.

Can you think of any other things that could be done to help a child with similar difficulties?
Compare trainees’ answers with the following:
- The teacher should try to let the child see his face as much as possible.
- Avoid speaking and writing on the board at the same time.
- Speak clearly at all times.
- The teacher should learn some basic sign language.
- Check that the child understands often.
- Give the child lots of written exercises to check they understand.
• If the child has not understood, rephrase what you say, don’t keep repeating the same words over and over.

Case study 3: A child with seeing difficulties

What difficulties did the child face?
• He is blind.

What things were done to help the child overcome these difficulties?
• He studied at a special school for the blind where he learned Braille.
• One of the teachers at the secondary school learned Braille and he marks the boy’s work and exams.
• He sits near the front so he can hear the teacher clearly.
• Another student helps him by reading to him.
• Teachers adapt teaching aids so he can feel them and understand.
• Other children look after him so he doesn’t fall down.
• Everyone touches him and says their name before talking to him.

Can you think of any other things that could be done to help a child with similar difficulties?

Compare trainees’ answers with the following:
Some children are not completely blind but they do have difficulty seeing. To help them:
• Sit the child at the front.
• Make special worksheets in large letters; write in large letters on the board.
• Check frequently that the child has understood.
• Tell the other students what they can do to help the child.
• See if glasses help.
• Read aloud as you write on the board.

Case study 4: A child with learning difficulties

What difficulties did the child face?
• He doesn’t learn things in the same way as other children.
• He has a poor memory, he can’t solve problems, he writes letters the wrong way round and he can’t spell.

What things were done to help the child overcome these difficulties?
• The teacher tried teaching to all of his senses, she used visual aids and real objects which he could touch, e.g., small stones for math.
• The teacher reduces or simplifies the work he has to do.
• The teacher gives him extra time to do things.
• Gatera sits at the front next to a clever boy who helps him.
• The teacher often checks if Gatera understands.
• The teacher often praises Gatera and encourages him.
• The school principal agreed to adapt the rules so that he could move up a grade.
• The school and parents realize that Gatera will always have difficulties but they will try and teach him as much as he is able to learn.

Can you think of any other things that could be done to help a child with similar difficulties?
Compare trainees’ answers with the following:
To help a child with learning difficulties, one should:
- Know the student’s strengths and weaknesses; teach using their strengths.
- Give simple, clear instructions.
- Help the student gain practical skills.
- Guide the child to the important things he/she needs to learn, e.g., underline the important parts in a text for reading.
- Talk to the parents, they know more about their child than the teacher.

Case study 5: A child with behavior difficulties

What difficulties did the child face?
- The child is badly behaved, with a short concentration span, won’t sit still, calls out answers, throws things, and sometimes hits other children.

What things were done to help the child overcome these difficulties?
The teacher:
- spoke to the child’s aunt and her parents to find the reason for the child’s bad behavior
- ignored the bad behavior if it was not too bad
- used rewards instead of punishments
- set simple targets, like sitting still for 20 minutes, and then rewarding the child when she achieved these targets
- would send the child out of class for 10 minutes to calm down (‘time out’)
- was consistent.

Can you think of any other things that could be done to help a child with similar difficulties?
Compare trainees’ answers with the following:
To help a child with a behavioral difficulty, one should:
- Set clear, simple rules with the child.
- Be fair, be consistent.
- Don’t make a threat unless you are sure you can carry it out.
- Be patient, and persevere.
- Try to find out what things trigger the child’s bad behavior and to avoid those situations.

Practical work

1. Tell the trainees to work in their groups. They should brainstorm five ideas on how to help children with visual problems, five ideas to help children with hearing problems, five ideas to help children with learning problems, five ideas to help children with behavior problems and five ideas to help children with mobility problems.
2. Trainees brainstorm their ideas.
3. Listen to ideas from different groups.

Consolidation

Video: Show to trainees video called “Teachers for All/Responding to challenges in inclusive classrooms (with focus on learners with disabilities)” in Kenya.
Review

Aims:

At the end of the first phase of this training, trainees should be able to:

- review the main ideas from the first part of the course
- use the acquired skills in the next phases.

Estimated time: 4 hours

1. Tell the trainees: “In your groups write down the five most important things you have learned in this course.”
2. Trainees discuss in groups.
3. Ask two or three groups to present their ideas to the whole class.

Individual reflection

1. Tell the trainees to work on their own for this task. Write the following on the board:
   - On your own, think about the way you teach. Think about what you have learned in the course.
   - Think about the difficulties children that you teach have.
   - Think about the changes to your teaching that you will make to help children with special needs.
   - If you can, put these changes in order of priority, starting with the most important.
   - Write your ideas on the 'Individual action plan' handout.

2. Trainees work individually.
3. Monitor the trainees.
4. Tell the trainees to share their ideas with a partner.
5. Listen to some trainees’ ideas.

Supporting each other (school action plans)

NOTE: For this task all the trainees from one school must sit together. If you are only training staff from one school then this is a plenary session.

1. Tell the trainees:
   - You have written individual action plans. Now I want you to write together a school action plan.
   - Think about the changes you will make as a school to help children with special needs.
   - Think about how you as teachers will help and support each other to make these changes.
   - Write out your school action plan.

2. Trainees work together; monitor them.
3. Listen to the school action plans from each group.
Handout: Individual and school action plans

<table>
<thead>
<tr>
<th>Individual action plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong></td>
</tr>
<tr>
<td><strong>Name:</strong></td>
</tr>
</tbody>
</table>

I will make the following changes to my teaching to help children with special needs:
### School action plan

<table>
<thead>
<tr>
<th><strong>Aim:</strong></th>
<th>To help children with special needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of school:</strong></td>
<td></td>
</tr>
</tbody>
</table>

We will make the following changes to help children with special needs in our school:

We will help and support each other by:

Signed:
Part 7: Learning-friendly Classrooms

Unit 1: Learning and learners

Aim:
At the end of this part of the training trainees should be able to:
- explain how the concept of learning has changed over time as our classes have become more child-centered
- explain the tools and ideas for dealing with children with diverse backgrounds and abilities, as well as how to make learning meaningful for all.

Time: 3 hours

Learning and teaching

Present the following:

New research tells us that children learn in different ways because of hereditary factors, experience, environment, or their personalities. Consequently, we need to use a variety of teaching methods and activities to meet the different learning needs of our children.

Many of you may be working in large classrooms and may wonder, “How can I use different teaching methods to suit individual children when I have over 50 different children in my classroom?” Some teachers are already using a variety of different methods, and they are finding teaching to be more interesting for children and for them as well.

How children learn

Present the following:

Given the right conditions, all children – girls and boys – can learn effectively, especially when they “learn by doing.” For many of us, we learn best by “learning by doing,” that is, through actually doing activities and gaining experience. This is what we really mean when we talk about “active learning,” “children’s participation in learning,” or “participatory learning.” It means getting children to learn new information through different activities and teaching methods. These activities are often linked to children’s practical experiences in everyday life. This link helps them to understand and remember what they are learning and then to use what they have learned later in life.

What are some of the different ways that children learn?
Sensory learning: Sight, sound and movement

These three senses – sight, sound, and movement – are all important in helping children to learn. Children with disabilities learn in the same way as children without disabilities. However, for these children one of their senses – hearing, sight, or movement – may be more limited, and they may learn at a slower tempo than their peers without disabilities.

Over the years, we have learned that 30% of children learn successfully when they hear something, 33% when they see something, and 37% through movement. As the old saying goes, “I hear and I forget; I see and I remember; I do and I understand.” This is very important!

If we only teach children by having them listen to us, then only about one-third of our students will learn anything. The same situation exists when we ask them only to write something down in their notebooks. Teaching through song, dance, recitation, and acting is much more fun, and it is very easy because the children really concentrate and feel they are learning through joyful activities. For teachers, this means that when we are planning lessons, we need to plan to use visual materials (posters, drawings, etc), to use tasks that involve discussion (hearing and listening), and to provide opportunities for movement.

Multiple ways of learning

We know that some children learn best through reading and taking notes, others through studying visual materials, and still others through body movement (dance, sports) or musical activities. Some like to work on problems individually, some like to interact with others to find solutions. Hence, children learn in many ways. Active and participatory learning can use these different ways to help children to learn. There are seven pathways by which children learn:

- **Verbal or linguistic**: where some children think and learn through written and spoken words.
- **Logical or mathematical**: where some children think and learn through reasoning and calculation. They can easily use numbers, recognize abstract patterns, and take precise measurements.
- **Visual or spatial**: where some children like art, such as drawing, painting, or sculpture. They can easily read maps, charts, and diagrams.
- **Body or kinesthetic**: where some children learn through body movement, games, and drama.
- **Musical or rhythmic**: where some children learn best through sounds, rhyme, rhythm, and repetition.

Learners’ self-esteem

Present the following:

Can you remember a child in one of your classes who was unusually timid, didn’t like to participate, never raised his or her hand in class, and also was not learning well? One of the reasons for this child’s behavior may be that he or she has low self-esteem. This child is not confident in his or her abilities, or he or she may think that they are not a valuable class member.

Studies have shown a close relationship between how children see themselves and their learning performance. They found that a child whose self-esteem is lowered by negative feedback (criticism) soon learns that it is better not to try. Rather than failing, the child just avoids the task.
The value of self-esteem

1. Ask trainees to take a piece of paper and draw a simple face. This represents a child in their class.
2. Trainees should think of the things that adults might say to this child that may make him or her feel badly about themselves. For each example they think of, they should tear off a piece of the paper.

It only takes three or four of these comments to tear away a child’s sense of self-esteem.

NOTE: This activity can also be done with children to help them understand the feelings of others and how their actions affect those feelings.

When we hear negative comments being made to children, we need to turn them into positive ones. For example, the negative comment, “Look at how many answers you got wrong!” could be changed to “Look at how many answers you got right! Let’s find a way for you to get even more of them right next time. What helped you to remember the answers to the ones you got right?”

All children should:
- feel that they and their contributions are valued
- feel safe (physically and emotionally) in their learning environment
- feel that they are unique and their ideas are valuable.

In other words, children should be valued for who they are. They should feel safe, be able to express their views, and be successful in their learning. This helps children to enjoy learning, and teachers can reinforce this enjoyment through creating a more joyful classroom.

Improving self-esteem

1. Organize groups of five or more people.
2. Divide a large piece of poster paper or other suitable writing surface into three equal columns.
3. In the left hand column, list situations in your classroom or school where students may NOT feel valued, safe, or unique.
4. In the middle column next to each situation, list why you think that the outside environment or people make the children feel this way.
5. In the right hand column, list what can be changed to make the children feel valued, safe, and unique, as well as how these changes can come about?
Children actively create their own knowledge and meaning

Present the following:

Children learn by linking new information with information that they already know. This is called mental construction. Talking and asking questions together (social interaction) can improve learning, which is why pair and small group work is so important. Our role as teachers is not to pour information into children’s minds; neither is it right to leave children to discover everything for themselves. We should actively find ways of supporting learning that use information that the children already know.

A child might be slow to adjust to learning in school, and he or she doesn’t know what to say when you ask a question. In this case, you will need to establish a good relationship with the child so that you can understand how the child learns best. For example, find out:

- What simple tasks can this child do?
- What letters in the child’s name does she know and can copy?
- Which numbers does she know and can associate with simple objects in the room?
- What are the special things this child likes and can talk about to the teacher, to another child, or even to a simple hand puppet in the classroom?
- Can this child sing or play games?
- How can we relate school to the child’s home and community?

Linking home and the classroom

Present the following:

No child comes to school having learned nothing at home or in their community. Whether in school or out of school, children respond to new situations in many different ways. Some of these ways will be useful in school, while others may not. It is our responsibility to find out what the child knows and what skills he or she has learned already. We can then build upon their knowledge and skills in teaching them new things. Some children may never have held a pencil before; others may never have seen a book; still others may not speak the language that you and their classmates speak. Consequently, it is very important to build many links between what children already know and can do well and the new tasks that your classroom and lessons require.

How can this be done?

Building links for learners

At a basic level, schools are expected to teach children how to read and to use numbers. When children come to school, and even on their first day of school, what are some simple activities that you can do so that your children will be successful in learning to read and use numbers? Here are some examples. Ask trainees to think of others.

- With children, tag objects around the room with the names that we give, for instance, desk, chair, children’s names on desks, chalkboard, numbers grouped with objects, etc – which children can associate the objects with the words that stand for them?
- Make sure you tell each child at least one thing that they can do well.
Write out the words of a song that children already know or can learn quickly. See who can guess which words are which. New words can be introduced within a song that children already know well.

Singing is an important part of learning because it aids children’s breathing; builds vocabulary, rhythm, and rhyme; and develops solidarity within the class.

Organize older children to help younger children to understand the directions that you give.

By creating simple tasks that children can successfully achieve, and especially at the beginning of the school year, even the most timid child will be off to a good start. They will be confident that school is a good place to be, a place where they can feel safe, and a place to explore and learn. It's learning-friendly!

**Tips for teaching and learning**

1. We need to consider children’s developmental needs. Some children will need more time to progress than others.
2. Students need to talk together with their teacher and with one another during activities that are both individual and team oriented.
3. We need to plan activities that encourage all children to work as a team, such as working in pairs or small groups on relevant tasks.

**REMEMBER**

Before starting a new topic, you need to ask all of your children what they already know about the topic. Asking this question will help children to relate to the topic, if it is a familiar one, and help them to understand and learn more quickly. In addition, children will learn better through cooperative learning (“we can do this together”) rather than competitive ways of learning (“I’m better at this task than you because you are ….”).

If organized well, small group work encourages children to work and learn together. This interaction is especially important when the groups contain both boys and girls, or when they contain children with diverse backgrounds and abilities. Moreover, cooperative learning can improve discipline in class because children are working together rather than being troublesome. This gives us time to support individual children or smaller groups.

**Unit 2: Dealing with diversity in the classroom**

**Time:** 1 hour

**Valuing and encouraging diversity**

All classrooms are diverse because all children are unique. The diverse classroom can have positive benefits for all learners. Children have different experiences, skills, knowledge, and attitudes. Children (and sometimes adults) need to learn that diversity is a gift, not a problem.
Getting to know each other

1. Get trainees to work in pairs.
2. They should ask each other open-ended questions to find out what special qualities each person has that would benefit the group. The final statement should be written on a small “gift card” and should state something like:
   - “My friend’s name is ……. and he brings the gift of patience.”
   - “My friend’s name is …….. and she brings the gift of a sense of humor.”
3. Each pair of participants then takes turns in presenting each other’s skills to the entire group. They should talk about how these skills can benefit everyone. They can then post their gift card into a box, after presenting their friend to the whole group.

This activity highlights the need for teachers to value all children in their class. Our responsibility is to scratch the surface and discover the unique quality that each child possesses. We can then set up learning experiences that allow these qualities to be developed and used.

Getting to know each other and learning from each other

1. Trainees should work in pairs.
2. Ask them to think about their talents, interests, or hobbies. They then describe to their partner some aspects of their interest and teach them something that they did not know.
3. If possible, each participant should have a yellow piece of paper to write on. They should listen to their partner first and then write the talent or skill at the top, followed by their partner’s name, and a few things that they learned about the skill. For example:

   **Skill: Catching fish**
   Name: Janette
   What I learned:
   Better to fish at night.
   Calm water is good.
   Wait for the moon.
   Different bait for different fish.

4. After the pairs have finished talking about their interests, ask for a volunteer to come to the front. Other trainees can then ask up to five questions to try to discover what talent this trainee’s partner has. Alternatively, the volunteer can act out his/her partner’s talent, and others can guess what it is.
5. The yellow pages can then be grouped on a board, such as all gardening skills together, all skills in the arts, or all skills in sports together, etc.
What can we learn from these activities?

- We learned to listen to each other.
- We got to know each other better.
- We learned to communicate better, verbally and non-verbally.
- We are a good team with many talents.
- We learned to ask open questions.
- We learned from each other.

Mention that one of the most important lessons is: we can see that everyone has a talent, and these talents can be used in our work as teachers and learners. Teachers must assume that every child brings something positive with them that they can contribute. However, the teacher must discover it.

Including different kinds of thinking, learning and knowing in the classroom

Present the following:

We have learned that children learn in many different ways and at many different levels; that is, there is diversity in learning. We as teachers need to devise different ways of learning using different teaching methods, so that all children can understand the information we are teaching and can learn in a meaningful way.

We also need to consider those children who have learning difficulties. Will the curriculum still be accessible to these children as well as others? How can we go about this?

Children who have difficulty seeing

Identifying children who cannot see well

Some children cannot see as well as others. If this is discovered early, we can do a lot to overcome the problem. It is very important to find out if children can see well while they are still young. There are different ways of doing this. Other children can help to find out whether a child sees properly and learn to help them.

Some of the signs of a child who may not be seeing well are when the child:

- bumps into things easily
- has difficulty in reading objects that are close by or far away
- has difficulty writing in straight lines
- has difficulty threading needles
- holds books very close to his or her face when reading and may have tears
- may complain of headaches or itchy eyes
- fails to catch balls when playing
- wears clothes inside out
- arranges items incorrectly
- brings the wrong objects when asked to bring something.
Checking children's eyesight

Identifying as early as possible children who cannot see is very important for helping them to learn and stay in school. There are many simple techniques that you and your students can do to identify these children, such as the following example.
Developing a simple eye chart

Step 1: Make a model containing six “E” shapes, one that is 6cm in height, and the others that are 4.5cm, 3cm, 1.5cm, 0.5cm, and 0.25cm. It is very important to give each letter the correct shape. Each “leg” of the “E” should be the same size, and each space between the legs of the “E” should be the same size.

Step 2: Using the model or stencils, ask each participant to make an “E” shape of the right measurement and to color it black.

Step 3: Glue each ‘E” onto a large white wooden board or a sheet of heavy cardboard. The chart should look like the chart below.

Step 4: Let the participants test each other. Hang the chart where the light is good. Make a line on the ground six meters from the chart. Test each eye separately while the other eye is carefully covered. Another participant points to the shapes on the chart, he should point to the larger letters first and then to smaller and smaller letters. The participant being tested must hold up his “E” in the same direction as the one being pointed to by his friend.

Once children in school know how to give this test, they can give the test to young children, especially those who will soon be going to school. At school, the children in higher grades can test the sight of those in the lower grades.

Helping children who do not see well

When a child who has difficulty seeing first comes to the school:
- Meet the child and the parents alone.
- Let the child know who you are by talking with the child and explaining what you are doing. Let the child touch you.
• Introduce the child to his or her classmates. Explain that this child goes to school like everyone else, and he or she can do many things using their other senses, such as touch, hearing, and smelling.
• Introduce the classmates to the child. If the child cannot see them, tell the child the names of some of the children. Let the child speak with each of them until the child remembers their voices and names. Let the child touch them.
• Write on the blackboard using large letters, and teach your children to write in this way.
• Read out instructions; never assume that everyone can read them from the blackboard.
• Allow children to feel teaching aids if they cannot see them: for example, maps can be outlined with string. Each child who has difficulty seeing needs a reader to help him or her. The reader will read and explain books to the child and help the child to learn.

A child who can partially see may be able to learn to read and write in the same ways that other children learn.

**Children who have difficulty hearing or speaking**

Children who have difficulty hearing or speaking often do not communicate, or they communicate poorly. This is because, although we use different ways to communicate, we use hearing and speaking most often.

**Identifying children who cannot hear well**

Some signs that can tell us if a young child is having difficulty hearing include the following:

- The child does not notice voices or noises if he or she does not see where they are coming from.
- The child is disobedient or is the last person to obey a request.
- The child's ears are infected or liquid or pus is coming out.
- The child watches people's lips when they are talking.
- The child turns his or her head in one direction in order to hear.
- The child speaks rather loudly and not very clearly.
- Sometimes the child appears to be quiet and perhaps rude and prefers to be alone.
- The child may not do as well at school as he or she should.

**Communicating with a child who has difficulty hearing**

Some children who are born without hearing may not learn to speak. They should be taught other ways to express their thoughts, needs, and feelings, such as artistically or through movement and gestures.

- Before speaking to the child, get the child’s attention, so he or she will know that you are speaking.
- Make sure that the child can see you clearly.
- Stand in the light so that it falls on your face.
- Seat yourself and your children in a circle so everyone can see each other's faces. This will help listening and understanding.
- Use visual clues to introduce the lesson, such as a picture, object or key word.
- Make sure that the child can see your face as you say the words correctly.
- When you speak, move parts of your body to make what you say clearer.
- Use your hands when you speak, for example, you may use your hands to show the size of objects.
- Use movements and expressions as often as possible
- Teach the other children to use expressions and movements to communicate with the child who has difficulty hearing.
- Children who can hear some words should be taught to speak. Some children learn to speak clearly, others try to but only succeed in making certain sounds that can be understood.
- If hearing-aids are used, be aware that they intensify all sounds including background noise. It can also be hard to distinguish between voices if several people speak at the same time.
- Encourage children with hearing difficulties to sit with a friend who can take notes for them, so they can concentrate on lip-reading.

Unit 3: Games and exercises

Aim:

By the end of this unit, trainees should be able to:
- organize game opportunities for children with special educational needs
- involve everybody in playing activities.

Time: 1 hour

Ensure that everyone joins in

Present the following:

Games and exercises can be ideal opportunities to create a more inclusive classroom. Physical exercise helps all children to be healthy. When you organize exercise periods for your class, make sure that children with various backgrounds and disabilities join in as much as they can. For example, if some children cannot see to play ball games, put a bell inside or on the outside of the ball so that the children can hear the ball as it moves. Some children are not able to play very active games. Include games for them which can be played with less effort or which are played sitting down.

Moreover, most children enjoy music even if they cannot move or sing because of a disability. Even children who cannot hear may enjoy music, especially if it has a rhythm that can be seen through body movements (such as dance), or if the instruments with which the music is played give off rhythmic vibrations that they can feel.
Examples of games

Game 1. Learning by looking

One child closes his or her ears with their fingers, while another child tells a funny story to the group. Then one of the other children pretends to be the teacher. The “teacher” asks each child to answer questions about the story. When the “teacher” has finished asking questions, he or she asks the child who had his ears closed to open them and listen. The “teacher” asks this child to tell the group what it felt like not to be able to hear the story very well.

The child is asked to explain what he or she was able to understand from the faces and gestures of the teacher and the other children. The child who can tell most of the story from reading the faces and gestures wins the game. Each child should have the chance to have his or her ears closed. This will help the children to understand the problems of a child who has difficulty hearing and try to use more gestures and body language while talking to friends who cannot hear.

Game 2. Learning by touching

One child has his or her eyes covered and stands in the middle of a circle made by the other children. One-by-one, the children in the circle go to the child with the covered eyes. This child touches the faces of each one of the others and tries to guess who each person is. Only one minute is allowed to guess the name of each child. The child who can recognize the most faces of his or her friends wins the game. Each child should have the chance to have his or her eyes closed. This will help children to understand the problems of a child who has difficulty seeing.
Unit 4: Making learning meaningful for all

Aim:

By the end of this unit, trainees should be able to:
- organize a conducive learning environment for all
- conduct a comprehensive, active and participative learning for children with special education needs.

Time: 1 hour

Present the following:

Active and participatory learning

Inside and outside the classroom, children are learning all the time. They should be active in their learning in order to practice what they have learned and gain competence. They should also be encouraged to work with all of the other children in their class, including those with diverse backgrounds and abilities.

Field visits

In field visits, children go outside the classroom, for instance, to the school garden, to a well or a community dam, or to a community centre. They can observe specific organisms or natural phenomena, as well as learn from experts.

In visits to the school garden, each group can perform a single task, with each task complementing the others. For instance, they can:
- catalogue the types and estimate the numbers of insects
- catalogue the kinds and numbers of plants
- map and measure the garden.

In the classroom, the groups can add their reports to a class “garden reports centre” or create a class garden display. The field visit is an example of integrated learning where, for instance, research on the wall or garden involves mathematics, science, language, and social studies.

Circles of learning

This is a good activity to do by yourself in order to plan your lessons. It is also one that you can do with your students!

Identify all of the different opportunities for field visits within a short distance from your classroom. In the middle of a piece of paper, draw a small circle or oval to represent your classroom. Around it, draw a circle to represent your school. Around the school circle, draw a larger circle to represent your community, town, or district.
Start with the school circle. Does the school keep farm animals or other types of animals? Is there a garden plot? Are there trees or fields? Are there bird nests or ant hills? Within the school circle, list the names of every learning opportunity outside the classroom. Are you able to create a new learning environment for children, for instance, a school garden?

Next, move on to the circle for your community, town, or district. Consider the shops that might be interesting for the children to study. Is there a farmer with special crops or special animals? Is there a forest, park, or a field? Write the names of these learning opportunities in the circle. Use the sites on your school grounds to help your class learn about appropriate behavior outside the classroom and to learn how to work together in groups.

Reflection

Learning about learning and learners

- All children can learn, but they learn in different ways and at different rates.
- As teachers, we need to provide a variety of learning opportunities and experiences for children.
- Children learn by linking new information with what they already know. This is called mental construction.
- We must also help parents and other caregivers to support children’s learning, so children know how to link what they learn in class to their home life, as well as how to link what they learn at home with what they are learning in class.
- Talking and questioning together (social interaction) strengthens learning, which is why pair and small group work, if well organized, is very important.

As well as knowing more about how children learn well, we reviewed some of the barriers to children’s learning. One major barrier is low self-esteem. Low self-esteem reduces children’s motivation to learn and can have damaging effects on their cognitive and social development.

Self-esteem can be promoted through an improved learning environment. This environment is one where:
- appropriate praise is given when children are successful
- efforts count as much as results
- cooperative and friendly grouping is encouraged
- children know that they are cared for
• they will be supported when learning.

Practical work

• Tell the trainees to set personal strategies that one should use to enhance the teaching and learning process for children with disabilities.
Part 8: Becoming an Inclusive, Learning-friendly School

Aim:
By the end of this part, trainees should be able to:
- explain what an inclusive, learning-friendly environment is and what its benefits are for teachers, children, parents, and communities
- help peer-teachers to identify the ways in which their school may be inclusive and learning-friendly, as well as those areas that may need more improvement.

Unit 1: What is an ILFE and why is it important?

Aims:
By the end of this part, trainees should be able to:
- define what is an inclusive learning friendly school.
- Explain why it is important to create an inclusive learning friendly school.

Time: 1 hour

1. Tell trainees that ILFE stands for “inclusive learning-friendly environment”.
2. Ask trainees, “What do we mean by ‘inclusive and learning-friendly’? What is ‘inclusive’?”
3. Trainees list their opinions on the board.

Present the following:

What is “inclusive”?

“Inclusive” does include children with disabilities such as children who have difficulties in seeing or hearing, who cannot walk, or who are slower to learn. However, “inclusive” also means including all children who are left out or excluded from school. These children may not speak the language of the classroom; or are at risk of dropping out because they are sick, hungry, or not achieving well.

“Inclusive” means that as teachers, we have the responsibility to seek out all available support (from school authorities, the community, families, children, educational institutions, health services, community leaders, and so on) for finding and facilitating all children to learn.

In some communities, all children may be enrolled in school, but some children still may be excluded from participating and learning in the classroom. For instance, they may be children:
- for whom a lesson or textbook is not written in their first language
- who are never asked to contribute
who never offer to contribute
who can’t see the blackboard or a textbook or can’t hear the teacher
who are not learning well and no attempt is made to help them.

These children may be sitting at the back of the classroom.

As teachers, we are responsible for creating a learning environment where all children can learn, all children want to learn, and all children feel included in our classrooms and schools.

What is “learning-friendly”?

Many schools are working to become “child-friendly,” the aim is to improve each child’s participation and learning in school, rather than concentrating on the subject matter and examinations.

Children come to school to learn, but as teachers, we are always learning, too. We learn to teach more effectively so that all students learn how to read or do mathematics, and we learn new things from our students as well.

A “learning-friendly” environment is “child-friendly” and “teacher-friendly.” It stresses the importance of students and teachers learning together as a learning community. It places children at the centre of learning and encourages their active participation in learning.

Give trainees the following handout:

**Handout: Example classrooms**

**Classroom A**

Forty children are sitting on wooden benches behind desks with their exercise books open and their pens in their hands. The teacher is copying a story on the chalkboard from the Grade 3 textbook, making sure that she writes it exactly as it is written in the textbook. The boys, who are sitting on the right side of the room, copy what the teacher has written into their exercise books. The girls, who are sitting on the left side of the room, wait for the teacher to move so that they can see what she has written and copy it into their exercise books. As she writes, the teacher asks, “Are you copying the story that I am writing?” Everyone answers, “Yes, teacher.”

**Classroom B**

Two groups of children are sitting on the floor in two circles. Both groups contain girls and boys. The Grade 3 teacher is teaching shapes to the children. In one group, the children are talking about circles. The teacher has shown them some common round objects that she had asked the children to bring from home. The children handle the objects and then work together to make a list of other objects that are circular in shape. In the other group, some of the children are holding rolled up newspapers that look like long sticks. The teacher calls a number, and the child with that number places her stick on the floor in the centre to begin forming a square. One child with hearing difficulties adds her stick to form a triangle and smiles at the teacher. The teacher smiles back at her and says “very good,” making sure that the child
can see her lips as she speaks. A parent, who has volunteered to be a classroom helper for a week, pats her on the arm, and then turns to assist a student who is confused about where to place his stick in order to form a new shape.
Ask trainees to answer the following questions:

- Which one of these classrooms do you believe is inclusive and learning-friendly?
- In what ways is it inclusive and learning-friendly? Brainstorm your list…

1. 
2. 
3. 
4. 
5. 

Compare different lists: What items are the same? What items are different?

Some of the answers may include how the children are seated, the teaching materials being used and relationships in the classroom.

Particularly important is the “relationship” section. In an inclusive classroom, we need to form close relationships with our children and support them as much as we can, so that each child can learn as much as possible.

Give trainees the following handout:

**Handout: Traditional v. inclusive, learning-friendly classrooms**

<table>
<thead>
<tr>
<th></th>
<th><strong>Traditional classrooms</strong></th>
<th><strong>Inclusive, learning-friendly classrooms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong></td>
<td>Distant: the teacher addresses students with her back towards them</td>
<td>Friendly and warm. The teacher sits next to and smiles at the child with a hearing impairment. The parent-helper praises this child and assists other children.</td>
</tr>
<tr>
<td><strong>Who is in the classroom?</strong></td>
<td>The teacher as well as students with quite similar abilities</td>
<td>The teacher, students with a wide range of backgrounds and abilities, and others such as the parent-helper</td>
</tr>
<tr>
<td><strong>Seating Arrangement</strong></td>
<td>Identical seating arrangements in every classroom (all children seated at desks in rows; girls on one side of the room, boys on the other)</td>
<td>Different seating arrangements, such as girls and boys sitting together on the floor in two circles or sitting together at tables</td>
</tr>
<tr>
<td><strong>Learning materials</strong></td>
<td>Textbook, exercise book, chalkboard for teacher</td>
<td>Variety of materials for all subjects such as math materials made from newspapers, or posters and puppets for language class</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>The teacher is interacting with children without using any additional teaching materials.</td>
<td>The teacher plans a day in advance for the class. She involves the children in bringing learning aids to the class, and these aids do not cost anything.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Standard written examinations</td>
<td>Authentic assessment; observations; samples of children’s work over time such as portfolios</td>
</tr>
</tbody>
</table>
Reflection: What is the situation in your school?

Ask trainees:
- What type of classroom do you work in?
- What changes can you introduce to make your classroom more inclusive and learning-friendly?
- How can you make the topics more interesting for children?
- How can you arrange the classroom so that all of the children can learn together?
- Who can help you to create an ILFE (for example, the principal, other teachers, my students, parents, and community leaders)?

Present the following:

*All* children have the right to learn, as set forth in the Convention on the Rights of the Child (CRC), which virtually all governments in the world have ratified.

Moreover, all children *can* learn, without regard to their physical, intellectual, social, emotional, linguistic, or other conditions. Furthermore, while all children can learn, they may not all learn the same things at the same time, and with the same results, but this is completely normal and acceptable.

With so many differences, children need to learn in a variety of ways – not just by copying information from the chalkboard onto a slate or into a notebook. **Copying from the chalkboard is probably one of the least effective ways for children to learn.**

Teaching children with diverse backgrounds and abilities is a challenge, so we need to understand how to teach such children. We are not born knowing how to do this, and we cannot learn everything we need to know in teacher training. **We need to learn by observing and talking to experienced teachers, by going to workshops, by reading books, and by exploring other resources. We then need to practice what we have learned in our classrooms.**

Moreover, in an ILFE there is no child abuse, no cane, and no corporal punishment.

What is an inclusive, learning-friendly school?

1. Ask trainees to brainstorm: “what do you think are the important elements of an inclusive, learning-friendly school?”
2. On a large writing paper, get trainees to draw a large circle in the middle and write in the circle “ILFS.” On the outside of this circle, they write down one or two characteristics that they feel are most important for a learning-friendly school.
3. Compare their diagrams with the one on the next page entitled ‘Characteristics of an inclusive, learning-friendly school.’
4. Are any characteristics missing? Ask:
   - “Which characteristics do our schools or classrooms have, and which do we need to work more towards?”
   - “How can we improve our school or classroom to become learning friendly?”
To help answer these questions, trainees could fill in this table:

**ILF characteristics we already have:**
**ILF characteristics we need to work on:**
How will we work on these characteristics?

### Characteristics of an inclusive, learning-friendly school

- **Includes all children:** girls and boys; those from different cultural or linguistic backgrounds; those with special abilities or learning needs
- **Safe; protects all children from harm, violence, and abuse**
- **Culturally sensitive,** celebrates differences, and stimulates learning for all children
- **Promotes participation,** cooperation, caring, self-esteem, and confidence
- **Promotes healthy lifestyles and life skills**
- **Families, teachers and communities are involved in children’s learning**
- **Gender fair and non-discriminatory**
- **Promotes opportunities for teachers to learn and benefit from that learning**
- **Learning is relevant to children’s daily lives; children take responsibility for and construct their learning**

**REMEMBER:**
Changing from a traditional school or classroom to one that is inclusive and learning-friendly is a *process, not an event*. It does not happen overnight. It takes time and teamwork. Yet, it can give many benefits for teachers, children, their families, and their communities.

### Benefits of inclusive, learning-friendly environments/schools

2. Ask them to list their ideas.

   - Benefits for children: …
   - Benefits for teachers: …
   - Benefits for parents: …
   - Benefits for communities: …
3. Compare trainees’ different ideas then read the section below together.

**Benefits for children**

Through an ILFE, children 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 and happily with their classmates and teachers. They learn to enjoy being with others who are different from themselves. All children learn together and value their relationships, no matter what their backgrounds or abilities. Children also become more creative, and this improves how well they learn. Through an ILFE, children improve their communication skills and are better prepared for life.

**Benefits for teachers**

Teachers have more opportunities to learn new ways to teach different kinds of students. They gain new knowledge, such as the different ways children learn and can be taught. Remember, however, that “all children succeeding” does not necessarily mean that all children successfully pass a written examination. It means accepting diversity in the different ways children learn as well as how they show their success in learning; for instance, when they can successfully explain and apply a concept to the teacher or to the class, instead of answering questions about it on an examination.

**Benefits for parents**

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

**Benefits for communities**

An ILFE can offer many benefits to the community, too. The community develops a sense of pride as more children go to school and learn. The community sees that potential social problems, such as minor crimes or adolescent problems may be reduced. Community members become more involved in the school, creating better relations between the school and the community.

**Challenges to becoming an ILFE**

1. Tell trainees: “With all these benefits, why don’t all schools have inclusive, learning-friendly environments? Here is a short list of some of the barriers to becoming an IFLE that may affect some schools.
2. For each obstacle, identify some ways to overcome it within your school.
• Change takes energy, openness, and willingness. If teachers have many domestic responsibilities or many non-teaching administrative duties at school, such as attending frequent meetings, they may feel that they don't have the time or the energy to change.

Ways to overcome this obstacle: …

• Teachers do not understand what an ILFE is, or think they do not have the resources, that are needed to develop an ILFE.

Ways to overcome this obstacle: …

• Parents and even teachers may not understand the benefits of an ILFE and are concerned that including all kinds of children in the school will affect their children negatively.

Ways to overcome this obstacle: …

Learning from experience: An example of including children with disabilities

We have discovered that children are much more human and more honest than many adults. During the last four years, they have not asked such questions as, “What is the matter with my friend?” or “Why is he behaving like this?” We have not had a case of a child unwilling to play. When a friend with disabilities has to be given a mark, there is absolute silence in the classroom, and after his answer, there is applause.

Everyone is sharing the happiness of success. Friends do not differ in anything. They go together to the swimming pool, on excursions, parties, and birthdays. But I can quite freely say that in the classes where there are no children with disabilities, the children behave differently. Sometimes children with disabilities are laughed at, pushed aside, and stared at by others. Fortunately, there is an immediate reaction from the pupils from the classes where there are such children, and they defend their friends.

Moreover, it is very important that all parents accept the children. At the beginning of the first grade when parents notice a child with a disability, most of them keep their distance, with such remarks as, “Why should my child sit next to such a pupil?” or “He will disturb my child during classes.”

Fortunately, these reactions last for only a month or two. When the parents realize that their children have accepted such friends, they begin to help them as well. They help them get dressed, pack their bags, and take them home. The parents of the other children want me to hold a parental meeting where I will explain what kind of disability is in question. I can conclude freely that within a short period of time both the children and parents adjust, the class functions perfectly.

Including Children with Disabilities', an interview with Katica Dukovska Muratovska."
www.unicef.org/teachers/forum/0100.htm
Unit 2: Where are we now?

Aim:

At the end of this unit trainees should be able to:

- explore the ways in which their school can become inclusive and learning-friendly.

**Est time?**

Many schools may be well on their way to becoming inclusive and learning-friendly, and they are seeing the benefits of doing so for their teachers, children, parents, and communities.

1. Tell to trainees:

In creating an ILFE, the first step is to see if your school is already inclusive and learning-friendly. Thereafter, you will know what further steps your school still needs to take to become fully inclusive and learning-friendly.

The checklist below will help you to assess your school. Fill it out as honestly as possible. Place a checkmark beside each of the items that your school is already doing. Don’t worry if many of the items are not checked. After completing this assessment, you will have information to begin planning and implementing an ILFE in your school.

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**ILFE self-assessment**

**School policies and administrative support**

Your school:

- has a mission and/or vision statement and policies about inclusive, learning-friendly education, including a policy against discrimination
- has a master list of all children in the community, whether enrolled or not, and has individual records of why children have not enrolled
- conducts regular campaigns to encourage parents to enroll their children, ones that emphasize that all children should be enrolled and are welcome
- has copies of documents or resources at national or regional levels that address inclusive education for children with diverse backgrounds and abilities
- knows which professional organizations, advocacy groups, and community organizations offer resources for inclusive education
- shows in specific ways that school administrators and teachers understand the nature and importance of inclusive education
- has prepared a list of barriers that prevent the school from fully developing an ILFE and a list of ways to overcome these barriers
- provides flexibility to teachers to follow innovative teaching methods for helping all children to learn
has links with the community, is responsive to the needs of the community, and provides opportunities for exchanging ideas with the community to bring about positive changes in inclusive practices.

School environment

Your school:

- has facilities that meet the needs of all students, such as separate toilets for girls, and ramps (not stairs) for students with physical disabilities
- has a welcoming, healthy, and clean environment
- has a steady supply of clean, safe drinking water
- has staff, such as counselors and bilingual teachers, who can identify and help with the students’ individual learning needs
- has processes and procedures in place that help all teachers and teaching staff, parents and children to work together to identify and assist with students’ special learning needs
- focuses on teamwork among teachers and students
- has links with existing health authorities who provide periodic health examinations for children.

Teachers’ skills, knowledge, and attitudes

Teachers:

- can explain the meaning of “inclusive” and “learning-friendly” education and can give examples of ILFEs
- believe that all children – girls, poor or wealthy children, language and ethnic minority children, as well as those with disabilities – can learn
- are involved in finding school-age children who are not in school to see that they get an education
- know about diseases that cause physical, emotional, and learning disabilities; and can help unhealthy students to get proper care
- receive annual medical examinations, along with other school staff
- have high expectations for all children and encourage them to complete school
- are aware of resources that are available to assist children with more individual learning needs
- adapt curriculum, lessons, and school activities to the needs of children with diverse backgrounds and abilities
- use different methods in their teaching that help all students to learn
- assess children’s learning in ways that are appropriate to the children’s abilities and needs
- are reflective and open to learning, adapting, experimenting, and changing
- are able to work as a team with other teachers, children, parents and community members, as well as education authorities.
Teacher development

Teachers:

- attend workshops and advanced professional training on a regular basis
- give presentations to other teachers, parents, and community on developing an ILFE classroom
- receive ongoing support for developing teaching and learning materials related to ILFE
- have a work area or lounge where they can prepare lesson materials and share ideas
- can visit “model” ILFE schools.

Students

- All school-age children in the community attend school regularly
- All students have textbooks and learning materials that match their learning needs
- All students receive regular assessment information to help them monitor their progress
- Children with diverse backgrounds and abilities have equal opportunities to learn and to express themselves in the classroom and at school
- All children have equal opportunities to participate in all school activities.

Academic content and assessment

- The curriculum tolerates different teaching methods, e.g. discussions and role-play, to meet different learning rates and styles, particularly for children with special learning needs.
- The content of the curriculum relates to the everyday experiences of all children in the school whatever their background or ability.
- Teachers use locally available resources to help children learn.
- Children with learning difficulties have opportunities to review lessons or to have additional tutoring.
- Curriculum and learning materials are in the languages children use in and out of school.
- The curriculum promotes attitudes such as respect, tolerance, and knowledge about one’s own and others’ cultural backgrounds.
- Teachers have various assessment tools to measure students’ knowledge, skills, and attitudes (including student self-assessment), rather than only depending upon examination scores.

Special subject areas/extra-curricular activities

- Children with physical disabilities have opportunities for physical play and development.
- All children have opportunities to read, write, and learn in their own language when they first enter school and, if possible, continuing thereafter.
Community

☐ Parents and community groups know about ILFE and are able to help the school become an ILFE.
☐ The community helps the school reach out to all children who have been excluded from school.
☐ Parents and community groups offer ideas and resources about the implementation of ILFE.
☐ Parents receive information from the school about their children’s attendance and achievement.

This self-assessment checklist will help teachers to begin planning and creating a learning-friendly school.

REMEMBER
Implementing an ILFE is an ongoing process. You, your colleagues, parents, and community members will want to review this checklist at different times of the year to monitor whether you are moving toward becoming an ILFE.

How to create and sustain change?

1. Ask trainees: “How would you answer a teacher from another school who asks, ‘What do we need to do to become a school that has an inclusive, learning-friendly environment?’ Reading and discussing the text below will provide you with ideas for answering this teacher.”

- **Leadership** for change is essential; without it, nothing will change. Someone – the head teacher, senior teacher, or the teacher who is most interested and committed to change – needs to be the “change agent,” the one who is responsible for organization, supervision, and leading the way.

- **Workshops and other learning opportunities** for teachers that are participatory and activity-based are needed to introduce and sustain change.

- **Improving teaching and learning in the classroom** is the focus of change in becoming an ILFE. Remember that the school itself is a classroom.

- **Information** collected in the school and community, as well as information about ILFE, need to be used.

- **Resources** need to be mobilized. Families and communities can be especially important.

- **Planning is crucial.** A flexible, long-term plan (3-5 years) can serve as a guide for step-by-step change. It should allow teachers, the school staff, and the community time to change from old to new beliefs and practices.

- **A collaborative, team approach** to the ongoing change process is needed. “Everyone participates; everyone is a learner; everyone is a winner.” This attitude can foster creativity and confidence, and it promotes the sharing of duties and responsibilities.
The mission, vision, and culture of the school need to be developed around the key characteristics of an ILFE. Everyone – teachers, administrators, children, parents, and community leaders – should be involved in developing the school’s mission and vision.

Ongoing contact and communication with parents and community leaders is necessary in order to gain their confidence, to make sure all children are in school and learning to their fullest abilities.

Practical activity: What have we learned?

1. What is an ILFE? Ask trainees to explain what it means and to describe what it looks like in a classroom (such as considering seating arrangements, learning materials and relationships).
2. List five characteristics of an ILFE.
3. List two benefits of an ILFE for each of these groups: children, teachers, parents, and other members of the community.
4. Why might some of these groups resist the change to becoming an ILFE?

Developing an inclusive, learning-friendly environment requires commitment, hard work, and the openness to learn many new things; and it brings with it the satisfaction of seeing all children learn – children who have been in school learn things from children who have been excluded, and the children who were excluded come to know the joy of learning.
Key terms

**Children with diverse backgrounds and abilities** refers to those children who usually fall outside of (are excluded from) the mainstream educational system due to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics.

**Learning environment** means any formal or non-formal setting where children gain knowledge and the skills to use that knowledge in their daily lives. Learning environments may take the form of schools and colleges, or even cultural centers or social clubs.

**Inclusive education** or inclusive learning refers to the inclusion and teaching of all children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics.

**Learning-friendly** means placing the child firmly at the centre of the learning process. It also means recognizing that his or her total learning environment includes other actors (such as teachers, parents, and community leaders) who guide a child’s learning and are learners themselves. A learning-friendly environment is one in which children benefit not only from learning by themselves, but also from the learning of others whose needs are also taken into consideration. For instance, a learning-friendly environment gives children a chance to participate in their learning. It also is an environment in which teachers are helped and empowered to learn, in which they use and adapt new teaching methods, and in which parents and community members are actively encouraged to participate in helping their children to learn and their schools to function.

**Children with disabilities** includes those children with physical, sensory, emotional, or intellectual disabilities, who are oftentimes excluded from learning in schools. They are children who were born with a physical or psychological disability, or who have acquired an impairment because of illness, accidents, or other causes. Impairments may mean that children will experience difficulty seeing, hearing, or moving, and they may learn more slowly and in different ways from other children. In many countries, not all children who are identified as having disabilities are also identified as having special educational needs. These two groups, therefore, are not identical. Children with disabilities are capable of learning, and they have the same right to attend school as any other child. However, they are often excluded from school.

**Students with ‘special learning needs’** or ‘special educational needs’ mean children who require greater attention to help them with their learning. In most countries, this attention is delivered in either special or ordinary schools or classrooms.

‘**Special needs**’ is a short form of special education needs and is a way to refer to students with disabilities. The term special needs in the education setting comes into play whenever a child's education program is officially altered from what would normally be provided to students through an individual education plan.
References


