

**SPECIAL PROGRAM FOR PRE-PRIMARY AND PRIMARY SCHOOL UNCERTIFIED  
TEACHERS IN RWANDA**

**MARKING GUIDE FOR INCLUSIVE EDUCATION**

1. An educational process that addresses all learners' educational needs which is based on the principle that every learner is unique, can learn, develop differently and get individualized support is known as:
  - a) Education for all
  - b) Special Education
  - c) Inclusive Education
  - d) Integrated education

c
2. The specific needs that a learner requires in schooling are known as :1mark
  - a) Special Educational Needs
  - b) Special Needs Education
  - c) Learning needs
  - d) No correct answer

a
3. Difficulties faced by an individual as a result of impairment are known as:1mark
  - a) Impairment,
  - b) Disabilities
  - c) Handicap
  - d) Learning and Communication difficulties

b
4. It is the long-term loss or impairment of part of the body's physical function. It can involve difficulties with walking and mobility, sitting and standing, use of your hands and arms, sight, hearing, speech, breathing, bladder control, muscle control, sleeping, fits and seizures or chronic tiredness. This is called: 1mark
  - a) Health disability
  - b) Physical Disability
  - b) Mobility and standing disability
  - d) All of the above

d
5. Dyslexia is one of the specific learning difficulties related to:1mark
  - a) Reading, writing, spelling, speaking
  - b) Reading, comprehension, language
  - c) Handwriting, spelling, organizing ideas
  - d) Reading, math, maps, charts, symbols, pictures

a
6. Children with different problems have the right to protection and participation like all other children. Learners who are educationally vulnerable should be helped in different ways at school by teachers or any others education providers. The following are interventions and support to the children who are educationally vulnerable, except.1mark
  - a) Crisis interventions
  - b) Improved family interventions
  - c) Mobilization of the community
  - d) Educational interventions

a

7. One of the following is not an assistive device

- a) Wheel chair
- b) Ramp b
- c) White cane
- d) Hearing aids

8. Referrals for Diagnostic Assessment are the following, except: 1mark

- a) Referrals for disciplinary issues
- b) Referrals for special education evaluations.
- c) Referrals to receive Health services c
- d) Referrals to receive counseling services

9. Media can be used to convey message to build public opinion and awareness of Special Needs and Inclusive Education. it may not focus on:1mark

- a) Providing Information related to Inclusive education
- b) Providing vocational information for SEN
- c) Spreading rumors and civic responsibility concerning inclusive education c
- d) Raising awareness of the challenges facing people with disabilities or Bring discussion of disability into the public arena

10. The following are some typical biased behaviors that are seen in the classroom, except;1mark

- a) Teachers allowing boys to dominate over girls in class
- b) Minimal wait time for females' answers
- c) More frequent follow-up questions with male learners and females c
- d) All the above

11. The following are Strategies for Teachers to prevent and Address School Related Gender-Based Violence, except; 1mark

- a) Education on the root causes of violence
- b) Interrupt sexist and discriminatory language
- c) Be uncritical and question c
- d) Interrupt abuse

12. Socio-cultural definition of man and woman in the way societies distinguish men and women and assign them social roles refers to: 1mark

- a) Gender a
- b) Sex
- c) Both a and b are correct
- d) None of the above

13. Integrating Gender in Teaching and Learning, Social and Religious Studies subject may include the following examples, except;

- a) Creation of man and woman
- b) Gender equal opportunities between man and woman
- c) Equal Rights for boys and girls
- d) Use gender biased language d

**14. Integrating Comprehensive Sexuality Education in teaching and learning Science and Elementary Technology may include the following examples./1mark**

- a) Sexual Reproductive Health
- b) HIV Aids prevention
- c) Human growth and development
- d) All of the above

**15. Integrating Environment and Sustainability in teaching and learning English, Kinyarwanda and French may include the following examples, except; 1mark**

- a) Naming scientific objects
- b) Stories on environmental protection
- c) Stories on environmental degradation
- d) None of the above

**16. Please answer to the questions related to the scenario below**

Mary is 12 years old and really enjoys school and participates in all school learning activities. Lately, she faces learning difficulties with failure in mathematics. Her teacher suggested her a support in mathematics. He offered her an extra support and help after the school activities. One day she stays after school and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Mary feels very uncomfortable but She was afraid to speak up against the teacher. She decided she will fail math rather than asking this teacher or any other teacher for help again.

**Questions:**

a) What is wrong with the teacher of Mary? Which types of School-Related Gender-Based Violence is Mary facing? and how can you differently support Mary? **(2.5 Marks)**

**Answer:**

**Tentative answers.**

**What is wrong with the teacher of Mary?**

The teacher's actions are grossly inappropriate, unethical, and constitute **sexual harassment and abuse of power**. Instead of providing the promised academic support, the teacher exploited their position of authority to engage in predatory behavior, making Mary feel unsafe and humiliated. **0.5 Mark**

**b) Which types of School-Related Gender-Based Violence (SRGBV) is Mary facing? 1 mark**

- Psychological violence
- Sexual harassment
- Emotional abuse
- Abuse of power

**c) How can you differently support Mary? 1 mark**

- Report the incident:



- Provide emotional support
- Assign an alternative tutor
- Promote awareness and prevention:

b) Explain possible causes of School-Related Gender-Based Violence (SRGBV) in your school and How do you address SRGBV in your school. **(2.5 Marks)**

**Possible Causes of School-Related Gender-Based Violence (SRGBV)/1 mark**

- Cultural and Gender Norms:
- Power Imbalance:
- Lack of Awareness and Training:
- Inadequate Policies and Enforcement:
- Overcrowded Classrooms and Poor Supervision:
- Peer Pressure and Bullying:
- Normalizing Violence:

**How to Address SRGBV in Your School./1.5 Marks**

- Develop and Enforce Policies:
- Train Teachers and Staff:
- Raise Awareness Among Students:
- Strengthen Reporting and Response Mechanisms:
- Promote Inclusive School Culture:
- Engage the Community:
- Monitor and Evaluate Efforts: