# ‘Young Voices’ film transcript

This transcript accompanies the film: “Young Voices: Young people’s views of inclusive education”. It is a transcription of the subtitles provided in the film.

*Juliana Atwine:* I think inclusion means being part of something.

*Pauline Awori:* Education is for everybody.

*Emmanuel Papaok:* Inclusion it is a form of education that is extended to people who might not have the privilege to learn.

*Narrator:* On behalf of the Norwegian Atlas Alliance we visited three schools in Uganda and Tanzania. All of the schools are in the process of developing inclusive education, and they enrol students with and without disabilities.

AGURURU PRIMARY SCHOOL, UGANDA

We used photography and drawing to help the students tell their stories. We asked them to take photographs or draw pictures of places in school that make them feel happy and places that make them feel unhappy.

Ismail chose his dormitory as a happy place because that is where he spends time with his friends.

*Facilitator:* Can you explain how your friends help you in the dormitory?

*Ismail Ibrahim Etyang:* When I want to go somewhere they show me the road. If there is something wrong they help me and warn me. All of that.

*Facilitator:* How do you help your friends?

*Ismail Ibrahim Etyang:* I help my friends who have physical disability.

*Facilitator:* What makes you happy about coming to school?

*Blantina Nyachwo*: Where I sleep. I can read my books where I sleep because there is electricity. I can read seriously and be ready with my homework, and I understand it well. My teacher teaches me volleyball and I like it. I play together with my friends.

*Narrator:* A friendly environment and the opportunity for students to communicate and interact with each other and with teachers is crucial to make a school inclusive.

*Blantina Nyachwo*: I came to this school. They asked me good morning in sign language. I don’t know, I had a communication barrier. That’s what I hated in school. I was taught and now I know sign language. Now my parents are very happy with me because I’m in school and I can read.

*Narrator:* Winny explained that very often when she goes to class there is no sign language interpretation.

*Immaculate Ikiror:* One challenge is that we are few trained teachers and we have a heavy workload. Some children with disabilities need one-to-one teaching, one teacher to one child, which sometimes becomes difficult. Another challenge is large class sizes. You find that the number of children is large and assessment becomes difficult.

*Sign language interpreter:* How do you feel when you are in class and the teacher doesn’t use sign language?

*Winny Auma:* I feel bad, but I keep quiet. They only speak without using sign language.

*Narrator:* Resources like sign language interpretation and Braille books are not the only things needed to make a school inclusive. Winny chose the water tank as a happy picture that makes her feel included.

*Facilitator:* Can you explain why you took that photo?

*Winny:* Because when it rains we get water there. It’s good.

*Facilitator:* Why do you think it’s good?

*Winny:* Because we use the water for drinking, bathing and mopping. When there is no water or rain we go down to fetch water.

*Facilitator:* You have to go from school to fetch water when there is no rain?

ROCK HIGH SCHOOL, UGANDA

*Facilitator:* When we talk about inclusion do we mean just people who are disabled or do we want to talk about other people who need to be included?

*Florence Asabit:* Even illiterate people who cannot read and write also need to be included.

*Anna Mukite:* I think the poor can be included.

*Juliana Atwine:* People who cannot help themselves like the young. Even the old

*Narrator:* Inclusive education is more than just making schools physically accessible. It can be about the way the classroom is organised, or the way teachers encourage their students. Some students told us that it’s about finding a quiet place to read and relax.

*Scovia Awino:* I took this photo because here is the library where they keep books. During your free time you can go there and pick any book you like. There is no noise. You read safely. That’s why I took this picture.

*William Osinde:* I took this photo in a Senior 5 class. Some students don’t concentrate. There is one student behind here. He is walking in class at the time when his friends are concentrating on the lesson. Those who are seated behind end up not understanding what the teacher in front is saying.

*Facilitator:* How does this affect the students’ education?

*William Osinde:* Those who sit behind don’t concentrate and in the end they don’t perform well. Others end up dozing in class, sleeping. One enters class in the morning and leaves to go back home and has not grasped anything.

*Narrator:* Some students were concerned about health and hygiene issues in school.

*Facilitator:* Can you say why you took a picture of the latrines?

For my friend, if he wants to help himself he has to put his crutches down, and he can’t hold on when it’s dirty because first he has to put his hands down to touch the floor where you find urine all over the place.

*Juliana Atwine:* I took it at the school kitchen, which means in our society here we lack health and cleanliness and sanitation. And it’s because of this that sometimes we get disrupted in education in class. Maybe after eating this you get a stomach ache you have to run to the toilet there and then and you miss what the teacher teaches.

BIGWA F.D.C., TANZANIA

*Narrator:* Inclusive education in Bigwa means first of all a friendly environment where the students feel safe and the head teacher’s door is always open.

*Emma Machenje, Principal:* The door should be open for them (the students) whenever they feel like coming. I can’t say that I am tired or I don’t want to see them. Even in the street when they see you they want to tell you something, you have to be patient and listen to them. Otherwise if they get frustrated you destroy everything.

*Narrator:* Bigwa has a system where students with and without disabilities are paired. The arrangement is voluntary.

*Emma Machenje:* We create awareness on people with disabilities and how we should help them and not overprotect them. We tell them that they have their own physical ability, they can do some things, but what we need is to guide them what to do in the school compound and in the classrooms and things like that. We say that those students who feel that they can assist the students with disabilities should volunteer, and then you find out that they come up to help them.

*Omari Chota:* It’s very important to have a friend in the college, because sometimes you do exercises together. I’m going to get busy with tailoring.

*Dickson Msemo:* I don’t have any problem helping them. It doesn’t affect my progress. The college here I really like it because the way it welcomes people with disabilities. What is done here is to make sure that people with disabilities do not feel isolated. We help them participate in any kind of activity so that we can be together. That’s why we talk about inclusive education.

*Mariam Abdallah:* During break we play together and in class we study together. Whatever we do we do together.

*Narrator:* We asked the students to draw three pictures of themselves showing what they did before they enrolled at the college, what they like doing in college, and what they want to do in the future.

*Omari Chota:* With this one I was farming. In the second picture I am playing football. In the third one I’m doing some exercises of tailoring. I was very happy to join the college because I was feeling that I was going to learn something. I really want to learn tailoring.

*Narrator:* All of the students involved in the Young Voices project were able to share their experiences of education and their feelings about being included or excluded. They offer inspiration to students and teachers in other schools in other countries. Many of the inclusive education ideas they talked about do not involve complicated or expensive solutions. Instead the students felt that working together and helping each other can be one of the most important steps in developing inclusive education.

*Aron Nducha:* To me a good teacher is someone who’s close to his students.

*Alex Owori:* We are meant to relate to each other.

*Pauline Awori:* Disability is not inability.

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