**Transcript: Reflecting on the teacher training**

**Deputy Head Teacher – Riverview School**

When this inclusive education came on board, I had a lot of mixed feelings despite having a background in training of special education I didn’t believe it could work. I thought maybe, what I knew actually was that learners with disabilities learn better when they are put in a se school or in a special unit. To me, when I was told we were going to learn alongside other peers in the mainstream I felt like it wasn’t going to be possible but in time what I’ve learnt is that inclusive teaching is very possible. We’ve had children with severe cases, severe disabilities here and when they came, as a se teacher I felt those children were never going to be accepted but to my surprise actually even teachers that never went for se training, just having been receiving training from CBR, they have accepted those children. Those children are benefitting a lot from being in mainstream. It’s now that I’ve realised actually that special schools and special units are isolating learners and robbing them of the joy of being with friends in the mainstream.

So, for me I can say that as a school inclusive education has actually done wonders to learners with disabilities; it has done wonders to teachers, it has done wonders to parents and the community at large because it has actually changed the way we view children with disabilities. It has changed our attitudes; it has also changed our teaching. What we normally, we used to do actually before we had this inclusive education, it was just rote teaching but this time around we are considering using methodologies that can benefit individuals in the class. What we are considering actually at times is actually sitting as a team and planning specifically for a child, you can just imagine that. It has changed the way we view education; it has changed the way we plan material production. What we are doing as a school is actually, we are not planning for all learners but we are planning for individual learners. So, meaning that each and every learner in this school benefits because their package is put aside.

**Head Teacher – Shungu School**

There are a few resources that we use once we have been trained, for example this resource. As you can see, a module for teacher training, ‘identifying out of school children’. So, these are some of the modules that we have used and we have used 11 modules. We have looked at IEP’s, we have looked at out of school children, we have looked at active participation by learners, any many many others that were designed by Duncan Little and EENET. This is what has driven us and I want to indicate now that our school is very different. Sometimes we are misunderstood, because we have adopted a culture of including all children regardless. Sometimes we are seen to be doing a wrong thing in terms of policy, but we try as much as possible to …………

**Deputy head Teacher and Head Teacher – Luyaba School**

When this inclusive started we had a series of trainings. The first training was done to train ToT’s. These who were trained they came and started training all the teachers. It is also correct to say about 29 teachers, those that were government payroll were trained. We did not only train the government payroll, even those student teachers that were at our school at that time were also trained. It is also important to say the Zimba DEB Secretary, together with his team, they were also trained on the program and because of this they supported it and that is why we say it was a full package if I may say so because those that were coming from the Ministry they also had the information about inclusion. Together we started moving at a right direction in the school. I can also mention to say, currently the school those children that have disabilities, we have about 29 boys and 9 girls.

**Head Teacher – Luyaba Primary and Secondary school**

Inclusive education is real. We have been trained in 11 modules of this kind and these modules have really impacted in our lives because they have brought change to all the teachers. The attitudes towards the learners has drastically changed, they’re embracing this very well, their teaching methodologies are excellent, we have now learner centred. We are having participation; we are also monitoring the presence of learners in class using our registers. Ee are monitoring we see to it that the children are present and that they are participating and that by the end of the day they will be able to achieve something.