**Transcription 2 (new 1b) Environments**

**Addressing environmental barriers and improving the environment in Shungu School.**

Head teacher of the Shungu School: For the seating arrangement, we made sure that we had different types of desks. Desks that were ideal for the older children, desks that were ideal for the middle children and desks that were ideal for the lower children so that when they’re sitting on the desk they don’t have to swing their legs like that and not touch the ground. So, everything to do with desks has been a priority because we want the children to be in a very comfortable environment as they’re learning. If it is possible we desire that their learning environment be far better than that of home so that, they can up the desire to get back to school and just be in this rightful environment. In terms of movement, as we go around the school you will see that there was an open area where the children would just run and out so what we have done is we have put walkways that we’re using as mind maps. And because of that the children will know they’ll get from class, they’ll have to use that route, turn there, maybe if they’re going to the toilet. They’ll have to make all of those turns, and of us that helps in terms of cognitive development. It means that you’re able to make up maps or you’ll just walk aimlessly. Each time they make a movement, they will go in a specific direction and it helps them just to think right and to do the right things. We have tried to modify the environment although it’s really been difficult for the corridors and the lamps. You will realise that our school was built in 1924, and we are almost clocking 100 years and by that time I think that the materials were being using were too strong. In trying to cut them and make adjustments, we realised that we were just destroying now the school. So we just had to do modifications of some kind just to allow a person on a wheel chair to be able to move freely around. If there are places they cannot get to, they will definitely get help to get round those areas. Basically, we’ve tried to just make this school environment become very attractive, but of course we have also solicited from the neighbourhood to make sure that the roads outside this school, leading into this school are also well so that they don’t have challenges there and get into school tired. So we’re engaging the community and all our other partners so that inclusion is not just about this school it should be about the community, and everyone should be on board. The services they’re getting at home, let the children get them in school as well. Let homes have ramps, let schools have ramps, let hospitals have ramps, let police stations have ramps. That way, then we will be saving the community.

In terms of barriers, distance has been a challenge. We have children that come from about ten kilometres away from this place, now not because there is no school/they can’t get schools in their areas but you’ll find maybe they’ve passed grade 7 and there’s no secondary schools there and they have to come to this area. Now these children have always been coming late and through the teachers that have been at the gate and welcoming children, we begin to identify these children coming late every other time and then we engage their families and engage our partners, for such children we have managed to get a few bicycles that we have given them. So they’ll use them for the week and then they’ll leave them on Friday and on Monday mornings, they’ll come and pick them back up and continue using them. The school maintains those bicycles and we have had those bicycles the last few years. And every other time they graduate, another group of children come in and they will benefit from those bicycles. It’s a pity they are getting older, but we feel as a school we also need to up up and maybe take this to a different level. So as it is, the school has already bought one other bicycle and we hope if we have resources around we can always have bicycles then the children can have their distances to school shortened and then it means that they can spend a little bit more time in school. They’ll be early and they can get home late, they can interact with their friends and benefit academically.

Shungu was quite a dry place, in the past 4-5 years we have worked with CBR, we though the first thing we needed to do was give Shungu a green, so that the impression (Like I always say) if there is green, then the minds and the souls are even, but in dryness there is kind of a hot temper and so on. So whether someone has those intentions or not, just by virtue of entering this school, they kind of cool down and then become sober and then you can interact in there. So it’s more of a physiological aspect were we see adding beauty to our school to just have people…

Now, coming to the classrooms. You can see, we have improvised the ramps and they’re working very well because the wheelchair can go down this side, this side and this side. But again it’s not only people in a wheelchair, there are people moving also with walking sticks and so on. But even so the so called [unclear] the way we dress can be a restriction to the way we move, so we need to provide, so that everyone can just have a better feel of what… So these are our classrooms, they’re running through. This is the lower Primary classes which are locked now because of the closure but we’re able to open one class so you can see what goes on. Now, these trees you are seeing here have been here for a long time. For us, we also consider them as classes, living stone can be very hot and there are certain times that children will bring their desks and learn outside of the class. Now, sometimes a square room can be a barrier and a restriction for a child. Imagine a child that is coming from a round home, and then you bring them in a square home. Just that can disorient them and disrupt the way they learn. But because most of our children are outdoor children, they will play with their colleagues outside. We also sometimes feel that if they can get their education from outside, there is that feeling of being at home, feeling at home and being able to participate in learning and to also achieve and that enhances the presence of children in schools. Now, when you look at the wall/fence we have also deliberately put these seats here around the trees. So there are children that will come to school early, will have their friends learning in class, and then for them, they’ll sit around here maybe discuss or do their homework if they didn’t finish their homework or their teacher can be early and our IEPs which is one of the modules which we make, they’re able to do this task here. And in terms of need for having practical work on the board and so on, we have said ok fine, since this is our classroom then we can have inclusive education outdoor centres. So the teachers can teach math there, they can teach science there if it does not require practice. So all of these for us are classes because learning should be taking place everywhere, anywhere, in this school and we are moving towards having that.

Now we’re coming to the secondary section, which starts with the block D. Now, this is the area which is open for all the children. It’ll just open before to form an assembly point. So what did we think? We thought, well we could just decorate it a bit and just engage the children in cleaning this area so we’ve left it up to the children to see what it is that they feel they can do to their school. So we’ve also built them the walkways, now their flowers are inside but they’re here for mental development in the walkways. The children will not just run around the school they’ll walk in well organised spaces which is very, very important for mental development. So for us, we think added value but also we have learning points, like the map of Africa so, the key points geographical map so the children will understand the geographical maps to a point that even when they’re learning in class they know exactly where the metro features of this country are.

The corridors, very important. Key points, making sure that the classes (Almost all of the glass in this school is broken) but this time around we have blocked the classes. What are we trying to secure? The children’s warmth, the children not to be affected by the winds and anything that may be externality disturbing the learners. So we’ve done our glass, we’ve done our doors, some classes didn’t have doors initially some of the doors were just buggered and we repaired and we were just making sure that all of the classes are secured because when you come to the classes the children will sometimes draw certain things and will put them on the walls and if we leave the classes open because of the nature of the community you’ll find them torn, stolen and all those kind of things so this has been quite disturbing. The school looks a little bit dead because of they are staying home, this is the impact of the staying home you can see. So another place, electrification on the corridors, and also there and giving a few classes some light. One of the benefits of that is that we’ve had women from the market who needed a little bit of literacy, now education is for children but if the parents do not acquire that education then they cannot help at home. So our thinking was, to break certain barriers we need to teach both the parents and the children and some parents (some as old as 52, that’s the oldest we had) would come back to school and just learn basic literacy. A bit of mathematics, a bit of old English that they can use for their church or their positions in the market because some parents have shown to have very high IQ, that they’re able to operate in the language that is used in school. So for us (once we have them come in the night) then the teachers will teach them to somewhere around 20 hours (8PM) then they begin to get the basics. We’ll see that we have a water tank here and we had another water tank there that had been supplying the school, just a thousand litres but that is 5 thousand, that should be 5 thousand litres but now it’s buggered and dropped down so now we need to put up another one because without water then it becomes difficult for us to bring the school and to make sure that the children have enough water and sometimes it gets so hot so there is need for sufficient water around the school for the children to take. So, one of the key issues we put up this tank in 2016 when we realised that the amount was increasing because of the out of school children that were coming back and the children were staying in school longer than they were staying in the school before. So we have gained another field of sunflowers. The teacher that is doing this has so much interest in sunflowers, because he’s saying I want the chickens because I want the sunflower to be given to the chickens. Then on the other end on that side, the building you are seeing, has been done purely by the parents and some of the resources that have come from CBR maybe a bit more that has come from other well wishers. So we’re trying to put up a laboratory there, a science laboratory which will be state of the art which will not be modified in terms of movement, it’ll have its own ramps, it’s going to have its own stairs and the movement inside is going to be well designed for inclusion of all children we hope that can help children to be present and participate and achieve in school. Right behind there, there is a little bit of space for children that want privacy to do their work or maybe the drama club they want to do something because we don’t have a school hall, so they’d go behind and then they’ll practice their sketches, practice their singing or anything else they’re doing. Now, our school, our children are quite prayerful we also have what we call the scripture unions. Sometimes you have children go behind there, they’ll be singing and they’ll not disturb the learning life of the school. Also, part of the land behind there we have a bit more of agricultural places, we have tomatoes we have planted and these tomatoes are mainly on small scale to sell to the teachers sometimes to give to the students that are really struggling and they’re able to take something home. Come here, now you’ll see the blue colour there. The blue colour that is here has a very sad tale and for us this is one of the key issues in inclusion. About 4 years ago, in 2015, just when we were starting our inclusive education, this happened to be our computer lab and one night thief’s came to steal all of the computers that were in here, then they killed the security officer here. Then this place became very difficult for children to be in, every other time they’d think someone died there how do we go to that place. So, we engaged Pop – Art, they came here and we drew this blue thing because blue sobers the soul. So that’s how the children started coming here because of the love of the blue colour, because of this love they kept telling each other “Oh now its painted blue, now its painted blue” so the attention was moved from the site where our loved guard, may his soul rest in peace, was killed to the love and the beauty of the place. So you’ll find a lot of children will come here, they’ll do things even when there has been that calamity that took place. For us again that is inclusion because the children were excluded from using that part of the school.

Now, as we can see here ‘green pop’. So when the green-pop and art teachers were doing this, we felt that because art heals the soul that is how we said ok, can we make an extension and paint blue. As you can see this was done in 2015 when we were starting our inclusive education and also the time that we had thief’s come to steal.

**Addressing environmental barriers, and improving the environment in Riverview School**

Deputy Head teacher of the Riverview School: The school has done a lot of modifications to the environment. Before we started inclusive education actually, we only had toilets with stairs but right now we have toilets that are made specific for learners with the physical disabilities, learners that have visual impairments, those that have challenges accessing toilets with stairs so we have toilets specifically made for such learners. Besides that actually as you can see our surrounding has put classrooms with ramps, to start with we only had classrooms with stairs but it was a challenge for our learners who had disabilities to access such classrooms. We can see all the buildings that we are coming up with now we are calling them modern buildings because they have ramps to make it easy for all of our learners to access all of the buildings in the school. So that is that is one of changes we have made as a school.

Head teacher of the Riverview school: My names is [unclear] head teacher of this school. This is Riverview Primary and Secondary school inclusive education which we are practising here. We are a piloting school in southern region there are 6 piloting schools in the region and we are one of them and we have undergone a lot of changes both human changes and the infrastructure, so I want to take you around to see the changes we have undergone. Ok now this is, like previously before we were oriented as an inclusive school we had no ramps. Now if you look around our toilets we have ramps and we were helped to this certain point by CBR. Here, you can capture a pathway for those in wheelchairs to move smoothly connecting to the class. And when you look at our classrooms they both have ramps, making it easier for the children to go in classes. These are our classrooms previously they never looked like this. That classroom block and this one were purely updated using the fund which we were given by CBR. Now I’ll take you to some more classrooms where our setup was, our children used to sit like in a church but now we, after being oriented, to cover all of the children and the children to learn in groups we arrange them in seating groups to help one another. So we have been have been trained to teach the children like that I thought children weren’t teachers and that the teacher just facilitates. This is the seating arrangement of our classroom .. we put the students in groups and the teachers just facilitate

As you’re seeing here, seating is done in groups, the teacher is just there to facilitate. The program was brought to us to have a mind-set to the way we have changed not the way we have perceived children to be. No child cannot change, only infrastructure can change and the child can fit in the environment despite a disability. Now this is some of the benches children have used (Have met) when studying after school, this is where they sit and share knowledge. This is our laboratory which came up after we became an inclusive school, this is where our children do experiments. This is the back where the children can walk freely and move chairs to sit on. This is the resource centre where teachers learn how to make operators, learning new teaching methods and so on. And over there, behind the trees, we have put up something. Just all around, we have put up something, just to make everything more inclusive. Here, this care for self, care for others, care for the surroundings is one of the things. Also here, we are saying, learn by doing. So in short, they don’t learn by remembering they learn by doing it, they have to be practical.

**Addressing environmental barriers, and improving the environment in Luyaba School**

Deputy Head teacher of Luyaba Secondary School: Before inclusion I can also mention to say, enrolment in our school was not all that high. As a school we had a total number of 550 boys while the girls were less we had about 300 to make it 860. But when the training started, when the community was sensitised, when the school sensitised, when the school is in full gear, we saw the number of children coming on board. The children of different abilities had started now coming at our school. We realised that, of course, these children that are coming want to face challenges, in terms of infrastructure our school was not all that friendly, so what we did with our seating and that discretion to educate our teachers, and we had to improve our infrastructure. Among the things that we improved we looked at the toilets, we said “are the toilets friendly?” to include everyone. So we started working on the toilets, we started working on the classrooms, we had to put some ramps so even those children who are on the wheelchairs [are included].

Head teacher of Luyaba Primary and Secondary School: So now, I just want to show you around. You see the changes that have been taking place in the school, so first, here we have some hand washing. When you’re in the school you’re supposed to be clean all of the time, when you’re that side of the toilets we’ll show you again some other hand washes but here when you come to the classroom they need to wash their hands as they’re supposed to be very clean as pupils. Then we also have some ramps, we have learners who are using the wheelchairs so we changed, it used to have steps so now we have the ramps so that at least it is will easy the movement. We tried by all means as a school to make it attractive so that when a learner comes, they have interest to be in the school. We have put the talking compound around where we have those charts or view boards, the children can come outside and they’re able to read and learn from outside. Even the surrounding itself, we have taught and we have taught a child to be very clean and mindful of how an inclusive school should look like. Cleanliness is the thing we are embracing mainly and to have everybody in the area [be hygienic]. And then we also have, the maps on the walls we have painted the walls, we have the maps. When the learners are not in class you’ll find that these learners will be learning outside when there is no teacher, you’ll find that they’re learning on their own their showing each other. Here we have a map of Africa, next to the deputy heads office, and then if you were to look on the walls, we have the alphabet. So you’ll find that when these learners come out, they’ll start reciting the alphabet from A up to Z it is there and they’re learning good. Then from here, I just want to take you around you’re going to see the toilets that the learners are using. We are using the old toilets so those all of the toilets that we have but we have made sure that these toilets should be levelled. We have children that who have been coming from the first time we have children to know and to guide them and say, that toilet is for this grade, it’s for boys, it’s for girls. So we have made sure that we levelled, the toilets were levelled and each child knows where they’re supposed to use. And then even during cleaning it’s very easy, you tell the same children to take care of their own toilet and then we also have the hand washes, we have two hand washes, after using the toilets then they’ll use the hand washes. And then in this school, it’s an inclusive school this is a school where we have learners also with disabilities we have learners who use the wheelchairs so now we are going to now go to a toilet that can be used by any learner, even those with the wheelchairs. We have one that has been constructed so far so that’s one of the changes that we have in this school. The toilet was funded by CBR then the construction was done by us together with the SIT School inclusion team that’s where we have the builders, the teachers, experts, those who were able to draw. So we a technical group of people and the head teacher and deputy are there to say to each that this comes to a reality and that it is well implemented. So we have come to our inclusive toilets, which is this one here. First we have the hand wash, as we can see there once you come out of the toilet you wash your hands and then from there we have the shower that part there when you open, somebody is supposed to go inside. The girl children they enjoy bathing. Last time when it was very hot, they’ll come take their shower and then we usually give them even soap. There’s some water in the tank so it’s a shower that they’re able to use. And then, on the other side, we have the toilet. On the other side of the shower we have the toilet, it’s a modern toilet, and it’s a flush toilet. We are using this one and this toilet can be used by someone who is handicapped because we have some rails inside, they’re able to sit and hold onto the rails, unlike the other toilet (The toilets that we have that side) but this one is inclusive, anyone can use it. It’s well maintained, there should be some hygiene because we have a lot of learners that are using it. So we are moving from that squatting one to this one where it is easy to clean and any learner can use it.