

Creating an Inclusive School: Training for Inclusive Education (transcript)

DANIEL: Let me say this. I come from a background of special education. That is my background, and I'm trained in the area of physical and multiple impairments, strange enough. But over the years, I have observed that that one will not facilitate us moving forward. And as I came into the KISE programmes to supervise training, I've really come to appreciate the need for inclusion.

I think another major thing that we need to do, when it comes to teachers, is to train them. When I talk of teacher training, I do not really mean the kind of bundling them into institutions like KISE and having to train them for long periods of two years. Not really. What I expect in order for us to change the situation is give teachers short trainings that are really focused on specific skills they need to implement inclusion.

Once we have given them short trainings of a week, or two days, or three days training, and then we repeatedly give those kinds of trainings, not a one-off, but we give them, and then we allow them to implement. When we allow them to implement, we should also be able to make follow-up to the school environment and observe them and advise them and work with them, rather than letting them off and don't follow up. Not really.

Give them short training, follow them into the school environment, into their classrooms, assist them to implement the strategies we are teaching, and give the support they require so that they are able to ask those questions at the classroom level. Those simple things they observe, you clarify them, give them the support they require, many times, not a one-off. That is what I would like us to do in order to be able to implement inclusive education.