



# Teacher Training Programmes and Inclusive Education in Urban Zambia: A Two-Year Observational Study

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## Abstract

Teacher training programmes in Zambia have been implemented to enhance inclusive education for urban children, aiming to address educational disparities and promote equitable learning opportunities. A mixed-methods approach was employed, including observation, interviews with teachers and students, and analysis of curriculum materials. Data were collected from six schools across three urban districts in Zambia. The findings indicate a significant improvement in teacher confidence and practices related to inclusive education, with an increase in the number of subjects taught by female educators reflecting the programme's focus on gender equity. While initial training has led to positive changes, ongoing support and continuous professional development are crucial for sustaining these improvements. The government should allocate resources for sustained teacher training initiatives, particularly focusing on rural areas where access to such programmes is limited. Additionally, regular evaluation of the programmes' impact is recommended.

**Keywords:** *African Geography, Inclusive Education, Teacher Training, Educational Policy, Urban Development, Community Engagement, Qualitative Research*

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