**Transcript: Resources – including human resources**

Head Teacher – Shungu School

Sometimes we have also gone further because a class is entitled to one teacher, but we have gone further because we have so many teachers in the community that are trained and they are licensed but they are not employed. So, we’ve gone on to bring them into school and encourage the spirit of volunteerism, so they will go in class as assistant teachers. You will find that even when you have got a class that has more than 40 children, if you have an assistant teacher it means the other teacher can manage one group and the other teacher manages the other group, or the other teaching will be teaching and the other teacher will be marking and so on. If there are children that are far behind, they can remain behind with the assistant teacher whilst the other teacher is teaching. So that is one way we are also adjusting to the policy whilst it’s rigid and says this is the route to follow, we are also bringing in the dynamic of inclusion and seeing how best we can operate with policy without having inconsistencies, without the challenges as regards the guidelines of how we need to do that.

Deputy head Teacher and head Teacher – Luyaba School

The government further helped with the school through sending extra teachers that will help us run this program. Those that have special training on se are also brought on board so that the school can continue performing and offering the best services. It is also important to mention that all the teachers, the 29 teachers at our school, they were fully trained. The government, apart from sending the teachers, was also allowing us to have these trainings in our school times because it was regarded and it is a school program and it is a national program so they supported us and allowed us to have these trainings. I can assure you that they were full packages, with a lot of information, a lot of learning, it was a full training that the school and teachers underwent. I can assure you that these teachers that were trained at this school they were able to handle children of different ……….(cut off here).

We also still need a teacher who is specialised in sign language that will also help to offer sign language especially to the children that are deaf, those that cannot hear and speak, so we still have those.

Head Teacher.

We also have an orchard this side; we have guavas, we also have mangos. So, during the time when these fruits are ripe, we give to the learners. Hygiene and nutrition is very, very important, it’s cardinal to the learners so we have these fruits to help them. We also have the production unit which is a bit far from here where we are going to rear our goats. We have about 22 goats, we’re also starting pottery there and then we have some maize which is that side and the PU ?? We have sunflower which is also stock so that we can help our learners, because now there’s need when we’re having certain programs, we’re supposed to give them to feed. They go for sporting activities they should not go hungry, when they do not have money, we just give them to use. So, we are trying to be a bit self-reliant.

The learners themselves, they are taught in skills, they also do the production unit, we have entrepreneurship. Everybody to learn so they are able to take care of themselves when there’s need. We have invested in some maize, these learners from the skills of farming they’re doing farming and then we have invested in some maize so we will be able to use this maize to feed to make Chiwandu??, a local drink we have here in Luyaba. So, we can be giving to our learners, like at breaktime we have some of our learners who are very vulnerable, they do not have money to use in school, and even buying books and buying pencils and other school facilities they do not have the money. Usually we can sell the maize and raise, and then buy books for these learners.