




11: VISUELE VOORSTELLING VAN DIE DRIE AANVANKLIKE AKSIE-STRATEGIEË

VEGETABLE GARDEN

Plan of ACTION:

WHO: MEET THE PRINCIPAL & PARENTS




WHERE: OLD VEGETABLE GARDEN IS OUR FIRST PREFERENCE

WHEN: AS SOON AS WE MEET THE SAID PARTIES.

HOW: PREPARE LAND FIRST
 - ORGANISE EQUIPMENT
 - ORGANISE SEEDS

Groentetuin-groep

INFORMATION SHARING

Plan of ACTION:

WHO? Mrs. [redacted] (XXX) Mrs. [redacted] (XXX) [redacted] (XXXXXX)
 Co-ordinator: [redacted] (XXXX)

WHAT: 1. Sharing information we have with colleagues, parents and with learners, now and again.
 2. Invite ATTIC and share information with them and organise workshop for the community.




HOW? 1. Workshops
 2. Talks/shows
 3. Drama - by learners
 4. Policy plan - school
 5. Council, Computer & internet

WHERE: At school for the time-being.

WHEN: Soon - 09-06-2006 at 14h10.

Inligting-verspreidingsgroep

SUPPORT GROUPS

Plan of ACTION:

WHO → Tembie to inform the principal.

WHEN → Tomorrow

WHERE → Do it here at school.
 → In our classrooms.

HOW → Working with infected learners.
 → Working with infected parents.
 → Working with affected parents.
 → Home visits.
 → Support groups formed here at school.
 ie Once a week - wednesdays

WHAT → Go to existing support group (KwaDwesi) (see how they operate)
 → Talks, Observations, prayers, Emotional support
 Cleaning, Feeding & Taking medicines.
 → Notify parents by writing letters.

Ondersteuningsgroep

I. I-2 TERUGVOER VAN AANVANKLIKE AKSIE-STRATEGIEË

SLEUTEL TOV AFKORTINGS GEBRUIK	
GC1:	Group Coordinator One (Vegetable garden)
GC2:	Group Coordinator Two (Information Group)
GC3:	Group Coordinator Three (Support Group)
GM:	Group Member
F:	Facilitator
A:	All respondents

GROUP 1: Vegetable garden task team

GC1: ...has to ask permission from the principal to meet the parents because we need to have a meeting with the parents where we have to identify those that are going to volunteer, so we have to have a meeting with the parents but with the permission from the principal first. That is supposed to be done tomorrow, tomorrow is the 9th so we are going to have that meeting with the principal tomorrow. Another thing, where do we intend having the ..., before with the principal we are having some vision you know. We know where we want to establish this garden but the principal ..., we are going to convince the principal. We intend to use the old vegetable garden, although it's small, it's not big enough but we will see and we will try by all means to ..(*unclear*). That vegetable is just next to the caretaker's cottage, the reason being there is water there, there's a tap, then we need to ..., there is a dam also because sometimes these things ..(*unclear*) but that dam is there to provide us with water. That is why we think that place is okay for us.

Right, when we think we should start this ... - as soon as we have met with the principal as well as parents, but also tomorrow we are going to visit ACVV, because we want them to help us where to go, you know with other principals, because we don't have equipment, we don't have anything, we don't have seeds. So we want to go there ACVV so that they can advise us. We were also told by the way that, by XXX, you know XXX, XXX is the one who assist us with ..(*unclear*), who gave us uniform from XXX, yes. XXX is also part of .., is one of the people who can assist us in whatever aspect, in whatever decision we want to make, we can contact her.

F: Where do you get those wheel barrows and ..(*unclear*)?

- GC1: That is where ACVV, is going to tell us what to do because we don't have tools really.
- F: With enough tools ..(*unclear – they were all talking at the same time*)
- GC1: No we have two wheel barrows I'm saying that thing wants a lot of ..(*unclear*) one rake and one wheel barrow is not going to serve anything.
- F: What I'm saying is I wonder if that place will help us ..(*unclear*) because Mrs XXX ..(*unclear*)
- GC1: No it's not, we cannot compromise, those things are not Mrs XXX's – it was just because she was the co-ordinator of that and she didn't manage to make it. So whenever we want to take those things she can't say ..(*unclear – they are all speaking at the same time*)
- F: ..and even the parents will bring theirs?
- GM: Yes, we are not going to stop.
- GC1: We are not going to wait ..(*unclear*)
- GC1: Others would bring their own.
- GC1: But our vision is to have more equipment. You know sometimes there are some small forks that are needed in order for the weeds to be taken off, we don't have those things. That is why we say ACVV, is going to assist us although we are going to improvise also.
- F: So ACVV is going to give you the guidance(*unclear*) they going to give the information of ..(*unclear*). Okay thank you.
- GC1: How are we going to get it. First of all we want to cultivate the land, we want to cultivate that place in whatever, if there is any person who can assist us from where ever we are going to, she's going to be or he's going to be welcome. We want to cultivate that place, to think of equipment, to think of ways of getting the seeds and to have a register, that is how we are going to do it. While you have a register of active and those parents that are going to assist us, we must have a register. Because if we allow everybody to come and help we would not know who has ..(*unclear*) it would be a problem. And also we need to have one parent who's going to be taken as a caretaker or whoever, who's going to look after that after hours because we don't stay here. There should be somebody who's going to be looking as a security for security purposes.
- F: Yes sure.

GC1: And also I think we have to have a certain fence around there because it's not wise to rely on this gate, sometimes it get open. Right what is this for? We want this garden to help HIV AIDS learners ..(*unclear*) that is the aim. (*They were clapping hands*)

F: Wonderful.

GROUP 2: Information task team

GC2: In our group we said for who us, that is XXX, XXX, XXX. And our co-ordinator is XXX. What we are going to do is we are going to share the information with the colleagues first, parents and learners. But this is not going to happen on the same day, it will happen in different dates. Number two we are going to invite ATTIC and share information with them so as to organise a workshop for the community. And then how are we going to share this information? Through workshops, that is the one I mentioned just now with ATTIC. And then we are going to do talk shows, we are also having in mind a drama by learners because when you dramatise, at least you more or less see the picture and you learn more and what you've seen you don't forget. You can forget what you've read. And then we ..., a policy, our policy will also help us, that is spread the information.

And then where is this going to happen? Here at school for the time being, I mean we take this as a starting point you see, at least and then we will see afterwards when it's something solid, what else can we do.

When are we going to do this? I'm laughing because all of us are mentioning tomorrow. Ja, because when we look at it, we didn't want anything that will disturb tuition, at the very same time we didn't want anything that will jeopardise our plan, our school year plan. So we said 14:10. We asked the principal to give us permission to meet with the teachers. Then in the long run parents will be involved but a few, not all of them. Parents that we are going to contact so as also to organise ourselves.

F: And then the parents can share with other parents.

GC2: Yes.

F: You must also remember of maybe distributing information to the society ..(*unclear*) things like that

- GC2: That's why we said we also want parents but to them we are not going to say let them come and disclose to us, no, no, they must just come so as to share information more, more information with them. So then what we are going to do they must give us their contact numbers, we are going to give that exchange of contact numbers, so as to know where do we think we can take this pamphlet, these papers and things.
- F: I like what XXX said, ..(*unclear*) to support.
- GC2: Even also make use of the council of this community, for instance when they need to ..(*unclear*)
- R: Information for whatever (*they are all talking at the same time*) for workshops, maybe use the council.
- GM: Yes, the council of the community.
- GC2: And you know to spread information to the parents are who ever, by telling their telephone numbers to those people who can contact or the principal is going to do this and this, you will see more people they will come to school and disclose their status so that they can get food, help you see, from the school is whereby the support group, support will get people from them. If you get people from ..(*unclear*) because they will come to school to get help and then I suppose we are going to get the follow up
- R: It's important what XXX is saying that you are the support for the school, for information and support and vegetable, you are everything here. So you should work together as a team although we just abiding ..(*unclear*)
- GC2: You know this has risen when we were discussing, and we are saying we are going to involve parents who are HIV positive.
- GM: It's going to be a ..(*unclear*)
- GC2: Unless we are going to have these support groups maybe people are going to get in and ..(*unclear*) therefore now we have ..(*unclear*) – we want also those members to benefit, not only ..(*unclear* – *they are talking at the same time*) and get some rice to add, therefore also ..(*unclear*)
- GM: You mustn't say this is for HIV/AIDS.
- GM: No, this is for the community.

GC2: When you say with the disease .., to add on – what I want to say on what XXX has just say, when you are spreading information we must tell them what we have done here on that action plan that was there, that we were reporting there, that if you've got this and this, you can get help at school, go to the principal, that is confidentiality, that's where it starts. Because they won't tell you, they won't disclose on you, but when they went to the principal alone as individuals, it's when they are going to disclose themselves, it's when they are going to talk, that's where we are going to get them, but not when they are in groups, that's what I was going to say, and lastly before we clap for them, I wanted to ask from them because Zola said they are going to start with the teachers, the educators, from the educators to inform the educators, to inform the parents, to inform the learners. When she was saying that it seems as if to me she was saying it once. I want to ask from them, are they going to do that one. She didn't mention that it's an ongoing process because that information it must be not end there because she said during that times, but it's not the same day. To me or to the other person who's listening, if maybe you give information one, it's not the information when you are going to give us.

GC1: No I said for the time being and then when we see that it's solid.

GC2: You mustn't wait for it to be solid an ongoing process is that you give information, you give information because there's a lot of information that you've got, it cannot last for one day you see. That is a teaching process.

GC2: If I have listened well she has told us ..(*unclear*) doing dramas and all those things.

GC1: Ja, I'm talking about the information, not drama and all those things, the information, it's like ourselves, we get information last year but it was an ongoing process. If we stopped there we shall not be here by now, so I'm just adding more on that. It must be .., what we are doing it must be an ongoing process you see.

F: I think what you can consider later on, but you must just sort it out with the principal because you see, you can live for many years on HIV and AIDS and where you have like every second Wednesday ..

GC2: Ja, that is what I'm talking about.

F: (*they were all talking together*) and the parents ..(*unclear*) and maybe have all the ..(*unclear*) and then when we come back we will bring you that action plan ..(*unclear*) before the teacher, you know all those things ..(*unclear*)

GC2: That's what I was trying to say, like it's not a once off you see, it must be ongoing. We can clap for you. And it's so nice that .., this is in a curriculum, for instance there is an LO, it's a learning area recently, a life skill and then they are going to share information with the teachers, with the educators. The educators maybe, there are educators that will like to be here in this group, part of the this group and then they are going to tell it to their classes to teach the children in their classroom everyday, everyday they will be motivated to teach it you see. To teach this life skill, HIV/AIDS in their classroom it's whereby most of the teachers would be involved in this group.

F: I think it's important what XXX is saying, I haven't thought about that one, I had thought but I didn't say it. You must also, the information you give, you must please collaborate it with the two people that's being trained in HIV and AIDS so that they don't get ..(*unclear*)

GC2: Yes.

F: You must involve them and maybe ask them will they teach the learners, but you will teach the teachers. Take them back from the workshop what they didn't really teach the other ..(*unclear*) so you can do that, but don't step on their toes ..(*unclear*). I don't know them so I don't (*unclear – they are all talking*)

GC2: Let them do their thing.

GM: Yes.

GM: As a personal matter, how do you feel if one seem not to appreciate what ..(*unclear*), because this to me, I don't ..(*unclear*) but they were supposed to appreciate where we are coming from.

GC2: Ja, to be here.

GC2: So I don't see why ..(*unclear – they all talk at the same time*)

F: I just want to stop them from running to the principal and saying to the principal and saying you are taking over their jobs. So you can ask them, "are they too busy?" and if they say no it's fine you can carry on. But just to start doing the things .., I don't know them but they might think you are taking the status.

GC2: Another thing is, can you remember when you said, we didn't understand this kind of ..(*unclear*) then XXX said, it's not about money, immediately we act I'm sure the person will regret why did she walk away because it was too early for one to see ..(*unclear*)

GM: Yes, she wasn't serious.

F: That's why we *..(unclear)* ready now, we going to see that *..(unclear)*

GC2: The last thing that I want to add to the information group, the information sharing, you know what, sometimes I did talk to Mr XXX, you see, prevention is better than cure. You see what they can do, even us we are going to assist them, like to take the kids according to their levels, you see and talk about abuse because at the end the HIV and aids is the result of that. So prevention is better cure you understand. So that when they grew up they must know these things, what they must look out for, and to take care of themselves, how to behave and all those things according to their ages. You know what, our parents are very much traditional, they are backwards, they don't talk about these things. Now they are having parents like us. You see, it's easy now to talk, even if a child can experience a problem, it's easy for them to go to them, did you know what to talk about, I've got it now, can't you please help me, you see, they must have confidence in them, you see.

F: Definitely, and I think, I just want them to be aware of it, maybe I think that one, Mrs XXX, might say this is our HIV AIDS co-ordinator, but I feel and you can answer it like that, I feel that they work harder *...(unclear)*, so you are the school's HIV and AIDS *..(unclear)*, they are not part of the HIV and AIDS *..(unclear)*

GC2: Ja, that's why we are going to start with the principal.

F: You decided to stay on this process *..(unclear)*

GM: If you still remember Mr XXX came to our school to talk about HIV, you know, the teachers didn't want to go there as if if they are there we will think they are HIV positive. It is like that in our school. And by seeing us, and by seeking us they will see there are teachers who are involved in HIV/AIDS. For instance at the beginning, I was thinking that if you wear that t-shirt, it means you are positive you see.

GC2: Ja and we also want those t-shirts.

GM: Ja, it goes like that, even in our school, when Mr XXX came to our school, most of us didn't go there. They thought that we will think that they are HIV positive.

GM: Stigma.

GM: It is a stigma to them. But now, since we are ..., since there is this hope.

F: And you are ready and open.

GC2: Yes.

F: But I just think all of this should support one another.

GC2: Yes.

F: Support because you might get your lessons from here. I'm not saying it's going to happen, but *..(unclear)*

GC2: Ja, it's like that R, that's true.

F: You just say they were invited *..(unclear)*

They all clapped hands

GROUP 3: Support group task team

GC3: it's a support group, our co-ordinator is Mrs XXX XXX, who is going to the principal. XXX is going to inform the principal about us, about the support group. Okay. When are we going to see the principal: we are going to see the principal tomorrow so that *..(unclear)*. Okay, where are we going to do this: here at school and we are going to choose one of our classroom, it's either A5, D4, my classroom and D3 or D3, Mrs XXX's class, we are going to choose one of our classroom. How are we going to get these people, first of all we are going to work with the learners who are infected. Those learners who I already know because there are learners who we already know and then we are going to be working with parents who are affected because those learners have parents. And then we are going to support those parents too, and there are parents who are already, who are infected, we are going to work with them first so that we can get other people you see. We are going to do home visits, support groups formed at school, it will be once a week, on Wednesday because Wednesday usually be a sports day so that it will be easy for us even those who are staying far from the school, for instance me, I'm staying in XXX, it will be easy for us and it won't take a long time, only one hour or two hours after school. And then what are we going to do, what are we going to do first, we will go to the support group who is already operating, existing and ask how they operate, where?:" at XXX, when are we going to do that, we are going to do that next week. But first of all we are going to make an appointment and then they will tell us when to come, but it will be next week, I don't know the day, the day they are going to give us. What are we going to do in the support group?: it will be the talks, we will talk about this. We are going to do the

observation, maybe what is very sick, and we will do the prayers, we will pray, we will support them emotionally. If we visit home, we will clean the house, let's say the other one is very sick, and then we will see that okay we can clean this and this. It's not .., we are going to use even those parents who are affected, they are not working here. If we are that group, we will be the support group, even those parents who are affected will be part of the support group. And then when we are still here at school, they will know those houses, then we will clean for the time being we are here, maybe the other one is staying alone at home, there's no one who's going to cook that pap, then ..(*unclear*) and even us .., if we go there, if we go there and we see that we can do some other things, we will do at that long hour, we will visit some other homes you know, because some haven't got that chance to come here at school, that is why we will do home visits, you see, to see what is what and to encourage them to take the medicine, the treatment you see.

And then the feeding, sometimes they've got the food they haven't got the chance to cook it, you see, and when our garden is ready, we will get vegetables from them and hence those who haven't got the chance to have the veggies, our vegetable group will help us.

F: I think when I come here you will cook me some soup.

GC3: Yes we will and sometimes when we've got a meeting with them we will cook, maybe in their home ..(*unclear*), they over cook the vegetables and we will cook them half done. And then we notify what are we going to do?: we will ask the principal because each and everything that we are doing here at school we must tell the principal first because we are going to write the letters maybe tomorrow or on .., tomorrow is Wednesday, and then Thursday we write the letters to send to those parents that we want to see them next week, maybe next week or Monday, you see to talk about this.

F: Any input?

GM: The only info that I have, when I see this group we are ..(*unclear*) .but seeing us now having uniform you know ..(*unclear*). Please organise for us lady maybe a uniform even if it has those things that ..(*unclear – all talking at the same time*)

They clapped hands

F: Okay I think I only have two remarks that I would like all of you to do. I think at a certain stage, as quickly as possible, you should .., all of you or at least the three spokesperson that co-ordinated should meet with the principal. I don't think you should have separate meetings. And the other thing, and I will sms that detail, or I will phone you when I get back to Pretoria. The other thing I would like you to do within the next week, is to make an appointment with XXX, invite her to come

here and have a meeting with her so that she can meet you. She said that if you as a school come to her and say here's a classroom available on Wednesday afternoon or whatever, she can even maybe arrange for a social worker to come to the school. But you must approach her.

A: Okay.

F: She's extremely powerful, she's really got the knowledge and she's more than willing, we negotiated with her yesterday morning and we asked her can you contact her, will she come here and she said she would love to be part of the school. So that's the two things I want to definitely to do quick in the process. And then the rest we will keep sms'ing, we will keep phoning asking how is it. I think you must write down your plan of action because ..(*unclear*)

GC3: And at a certain stage we are going to take ..., photos in our support group ..(*unclear – they were talking on their own now*).