

G. DIE IDENTIFISERING VAN POTENSIËLE BATES IN DIE GEMEENSKAP

SLEUTEL TOV AFKORTINGS GEBRUIK	
F:	Facilitator
R:	Respondents

R: Are the calves, we wrote our community garden, why we are saying it is a calf because if we can do this garden here at school, we will plough vegetables that can assist the HIV and AIDS people and more and we wrote calf because in XXX there is only one church, for the whole community whereby we need to ask the councillor to check XXX and develop XXX more and they can make more church for the community, maybe this group can have their church, not one church for the whole community.(*unclear*) are calf because they can be destroyed and their house can be ..(*unclear*). We wrote information too, because we as teachers, we are skilled, trained, people. We've got the knowledge, we can ask an HIV person, or the communities to come down to our school and we give the knowledge that we know about HIV and AIDS. The school and the crèche we can use them, the schools for gathering whereby we can pass this knowledge of ours into the community. Teachers too can be assisted by one of us, learners can get information, parents can get information and the people, the community at large. We need to have volunteer workers, some of them might come from the health worker or the minister or where ever, people who are having a knowledge of HIV and AIDS. Post Office, there is only one Post office for the whole community, there's one post box, there are about 6 for the people for the people who can manage to rent a box. But we need to ask the councillor to do a post box for everybody because people can go and post their letters or ..(*unclear*)

R: (*unclear*) unemployed.

R: Unemployed people to work there at the post office and be ..(*unclear*). The school library facility, we can ask donations from healthy people to buy us books which contain information for HIV and AIDS, we can call people outside and use our library for the information that is in the books. Church is for people to be healed emotionally and whatever and in the church you can have support groups that are ..(*unclear*)

R: You will find that we are talking the same thing but ..(*unclear*), someone is very ill, so that number is very important for a ..(*unclear*) then grandparents, grandparents they must have the information because what is happening, they don't know, they cannot get grants because they haven't got ...

their kids haven't got grant, the disability grant ..(*unclear*). So we must tell them what to do so that they can get them, to go to hospital to get a duplicate of the death certificate. With grants they qualify for, if the child is HIV, if the child is not HIV, so they must be clear, we will have to talk to them about those things, the grandparents. It has to be taken when the grandchild is being left. You know what, some grandparents they would just wake up in the morning and the child is lying there, they must know what to do when they are in that position, to go and prepare, to go and report it to the police, to go and prepare for a death certificate so that you can be able to make grant provision for the little one. Vista University, we must make use of Vista University, encourage them to go there for counselling because there are students there who are doing psychology so they can make use of them. The IQ test, sometimes you've got kids, because of rape and all those things and they are being affected, so the IQ test so that they can be sent to special schools. Then the playground, it's important for the play ground, you must tell them that when you send a child to play and monitor sometimes because the child will say they are going to the field to play and you find that she is locked in a room, ..(*unclear*) – so we must create more play grounds then the danger of playing just around, maybe you are playing in a place which is not a playground, there are glasses, there are nails, you see then the child gets hurt.

A community garden encourage them to have more, there are some but they must have more because our life depends on vegetables. School gardens, we are going to start it here in our school. We must practice what we are preaching, it's a big need and it will help us a lot. The shack, the problem with a shack is you have to go out and tell the parents that, and talk to them about ..(*unclear*) because some of the rape victims that can lead to HIV/AIDS is because they do things in front of the kids. We know that they are living in shacks, there is not enough space but they must respect the young children.

Then the pre-school, we have to encourage the parents to take the children to school why because of their safety, so that they can be ready for school because when you look at kids roaming around, and that child got raped, then what is her future, ..(*unclear*) in some cases there is no future because you will die before time you see, because of what will happen to her, hen the police say we have to encourage them, immediately when there is something, the rape and a crime then they must report it, even if there is abuse they must report it to the police.

R: And we haven't got a police station.

R: We haven't got a police station.

R: There is no police station here.

F: Well done (*all clapped your hands*). So I hear you've got a lot of calves in your community but this calves will only stay calves if we don't feed them, if we don't feed it it's going to stay small and we not going to use it. Okay, now let's see. There's a lot of things that are coming out here. What do you think is the most important? I see number one is information. That is a big thing because you've got the knowledge and I think you are playing a really big part with information. How are you going to spread this information? What do you think? Okay you said for teachers, for learners, for parents and ...(*unclear*) and you talked about ..(*unclear*) of your school, what do you think maybe we can make an info centre at the library, what do you think?

R: Yes.

F: We've got a dream for you and this is to establish a HIV centre and support centre at the school. You've all seen the calve, this is our dream for you but we not going to establish it, you going to establish it.

F: So we can't do it, we are not here everyday, you've got to do it. You must take the responsibility ..(*unclear*) okay and then ..(*unclear*)

R: And it's easy for us because we have a recording always at the parent's meeting and we always enclose an agenda, the message that we are going to give the parents, for instance like Mrs XXX likes to talk about HIV in parents meetings, it's easy to get the parents because we always have a parent's meeting here at the school, it's easy to pass a message.

F: so it's easy to give information to parents?

R: Yes.

F: ..(*unclear*) big board saying HIV-Centre, Support and Info centre and you are going to write this.

R: They will start believing in us that we need to help them.

F: XXX, what are you saying?

R: I'm just saying we can ..(*unclear*) the support group because we are the reporting structure...

F: I want to add something there, we will give it to you tomorrow. The National policy, the HIV and AIDS national policy says that every school should have a HIV and AIDS policy document, but the schools don't do it.

R: We have it.

F: So you do have it. So this will form part of your HIV and AIDS policy, the school's HIV and AIDS policy and it will be the first one in the whole area and then later on other schools will come and learn from you. And we don't want you to work 24 hours more in a week, like we said to you, we want you to think clever, how quickly can we get something going and then the community must keep it going. So you must be the facilitators, to facilitate certain things to happen and then you must just be checking up on the parents from time to time. Because we saw yesterday that you are ready for this. You are motivated, you've got the information, you've got the skills, so you are ready to start building this dream and be an example for the whole, for other schools and in the end you help the community and if you don't build this, who will, nobody will. Are you on board?

R: We must be on board, we must be.

F: You are okay.

F: what else do you need, maybe we can incorporate anything into the centre, emotional support, knowledge, information, maybe this transport thing *..(unclear)* to facilitate everything. And I think maybe this garden, there's a garden there and the community garden, but we take the church here.

R: And the play grounds?

F: But what about the ground on your school?

R: That community garden is going to be here *..(unclear –all talking at the same time)* we've got the fence whereby the animals will *(unclear)*

F: But I want us to assign different tasks to different individuals here, someone must take responsibility for it and you all agreed on it, but things we must say okay, XXX you are going to do this, XXX you are going to do this, so each and everyone had his own responsibility but you are working as a team for the same goal. Okay, all of you should go and think tonight, which of these things do you want to do, but I think you going to focus on this support service *..(unclear – all talking at the same time)* I want to support what *..(unclear)* is saying, this is going to be a very big thing one day, but every big thing starts with small things. So for the moment we were thinking, if we identify only three activities, only three and tomorrow we put an action plan together, we divide into three committees and every committee decides, this is our task and this is our action plan and after two months we will come back and see how did it go. And then we plan the next three steps.

R: Ja.

F: It's not this big thing, we don't want you to spend hours and hours but XXX also suggested like you, I think definitely the community, the vegetable garden itself is one that can be done and it's not that difficult to be done, on the school grounds. And then I think another one would be, XXX suggested it and you as well, another big one will be the sharing of information.

R: We've got it.

F: Because you've got it, you've got the manual and Tilda got you some other information plan which she will also bring to you tomorrow, share the information (1) with the other teachers in the school and then other teachers, and then other parents, other community members, the whole thing that you always keep on saying, they must know, they don't know about the nutrition, they don't know about anything, sharing information, that I think is a big thing and the third one, it also came out here, and Tilda suggested that one, the third group will work maybe on emotional support, maybe a little bit of .., specifically maybe establishing a support group in this community, which can meet once a week for an hour. And say for example three of you work together on the support group, it means it will be every third week, it will be one hour for you. It's not going to take many things. And we believe, Tilda suggested and she actually said it to us, that if we start with these three things and if we have success with them in two months time we can plan on the next three things, it's a wonderful idea, like you said, the Post Office and things like that, but that's going to take many years because you must go to the council. We want to start making a difference now in this community. We want this group to be leading and we want this group to show the world in this community, because in XXX there's not really a lot of resources happening and we want XXX Primary school to show XXX that this is what can be done. And other schools can learn from you. XXX ..?

R: I just want to know if are we empowering only the HIV infected people or just ..?

F: I think indirectly I think, you will empower all the people, but the focus of this will specifically HIV and AIDS because it's such a big challenge at the moment, because people still don't want to disclose and because people don't get help because they don't disclose. So you going to target HIV but in effect you going to indirectly influence everybody because the whole community is affected by HIV and AIDS.

R: Ja and these people who are infected are staying with the ..

F: Exactly, ja. What do you think about this idea?

R: ..(unclear) the garden ..(unclear)

F: I spoke to, but we will talk about the action plan tomorrow, tomorrow, your homework like Tilda said, all of you, your homework for tonight is that those are the three things that we think. Do you agree that those are the three things?

R: Ja.

F: Now your homework for tonight is to go and think a little bit, which team would you like to be part of? You will know in your heart, I would like to organise the garden, I would like to do the support group, so I would like to give information, you will know. So that's the first thing, and the second thing, you start thinking about action plans a little bit. What will be step one, two, three and four? But I did have, XXX, to come back to your question XXX, your homework. I did speak to the ACVV last week, and for the people that are going to arrange the vegetable garden, I've already got a contract number, you can contact the ACVV *..(unclear)*. We have already established a lot of network for you. *(everybody is talking)*

R: Okay in the part of the support group, I think in our action plan, suppose that we have the facilities of are you going to build the facilities or are you going to refer us somewhere?

F: The idea will be, that everything will be coming from the school. So the idea will be that the support group might start *..(unclear)* to start with. The best thing would be if you come up with the idea, but we also do have names of support groups that's running it, you can contact and ask them, how does it work, what do you do, what do you discuss, where do you get your information. So we will give you telephone numbers of the people you can call, it's like phone a friend, but you going to do it, we not going to do it.

R: *..(unclear)* yesterday, we got the manual, we will give it to you, we are already a support group, because what we did to those houses that we went to and prayed and give support to them, that's what we are doing, we don't need someone to come to us, you see, so that we can support people who are living with HIV amongst us. The support group is there to *..(unclear)* people that will meet and invite other people, those who have got problems, so that together talk about AIDS, comfort each other, that is the support group I'm talking about.

R: I'm talking about facilities, not information.

F: I think we've got *..(unclear)*

R: We talking about the garden *..(unclear)* now we talking about the support group, that support group is all about emotional support and anything that you can support that person *(unclear)*

- R: You know sometimes, once you are talking about support to not empowered people, it means a lot to him, if, maybe sometimes it comes to us, comes to us and say "okay, I know you are supporting me, but can you give me food for .."
- R: ..(unclear) here at school, if ..(unclear) if they disclose their status, it's easy for the school to support them.
- R: That is why I was asking for a reference.
- R: We've got a reference ..(unclear) the support that we need people now, we need to go out and support those families, those kids who are ..(unclear)
- F: Or by having one ..(unclear)
- R: Ja, but that if we are going to say we must support ..(unclear) that means we are not going to ..(unclear) but those who disclose, they get ..(unclear) because the minute they disclose the principal calls ACTIV and ACTIV is responsible for many things, responsible for ..(unclear) – it has all those things ..(unclear)
- F: Refer the people at the centre to ..(unclear – all talking at the same time)
- R: I'm sure that by creating that support group, it's where the people will be able to come out and disclose themselves.
- F: Amongst other things, it's going to be many tasks, but we will talk about the strategies and the action plans tomorrow. Tonight you must go and think which one do you think you want to be part of and maybe if possible the action plan. Are you excited?
- R: But at the end ..(unclear) they are going to benefit because the minute we've got the vegetable garden, is when ..(unclear) but you cannot stop now, you must have a start so that you can know that ..(unclear)
- F: I think, that and I'm very glad to say that, because that's how we came and we observed you and in the beginning, when you were very uncertain ..(unclear) and now we believe that you are ready to start something that is going to be an example for everybody, and we can't do it, we are far away, and we don't know the people. If I go into one of these houses, they will look at me and say what is this white woman want with me. We are not a part of this community, you are part of this community. It's only you that can make the difference, it's only you that can see the little calf.

- R: And I was *..(unclear – all talking at the same time)*, we've got a problem because I grew up here in Port Elizabeth, I don't know how to make a garden, but we've got people who *..(unclear)*
- F: Can come and teach.
- R: Can come and make a garden.
- F: at the moment, we've got a small calf *..(unclear)* a lot of small calves, and we going to *..(unclear)*: support, information and the garden. And we want to in the end, get a big fat cow, something that will work.
- R: *(everybody is talking at the same)*, and it will be easy for them to look after the garden.
- F: It's not your job, you not going to work in the garden, you going to do the telephoning, and facilitating and the garden will start and then once you will just check that they water the garden, you not going to do that.
- R: Monitor *..(unclear)*, for instance some of us, even the teachers haven't got vegetables they can buy here at school.
- F: And I think tomorrow afternoon, we going to focus on that, how are we going to do that, what kind of food are we going to feed the calf to get it where we want it to be? We must have a plan of action as to how are we going to get here. Okay, does all of you want to be part of this programme? Are you dedicated and it's going to be realistical, we not going to say we going to come back in two months and you must have this established, it's not realistic, stick to realistic goals. But tomorrow we will focus on the plan of action what are you going to do and you can start to think about what do you want to be part of. Okay. See you tomorrow at 2. Thank you ladies, see you tomorrow.

