

K. TERUGVOER OOR VORDERING EN TOEKOMSBEPLANNING

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

F: You've come a long way to where you are today and I'm very proud of you and I'm sure if Ronel were here she would say the same. I think you need a big applause, what do you think. You started off with Ronel last year and you walked a long path with her, remember then Viona came, she workshopped you there, she made you feel that you've got the skills, you've got everything, you've got the knowledge, you've got the heart, like you said, XXX, you are energised women. And then I came and you started off with the three projects, the vegetable garden, the info sharing and the support groups and you realised that you've got the knowledge and you've got the heart and you've got the skills to do everything. Last time you set up these action plans, the three different ones. Just look how far you came with it. When I came in here I saw the vegetable garden, I was so chuffed and I was so happy I couldn't believe my eyes. So you've got that it takes and I'm really proud of you, you're stunning women. And you are making things happen here and I can see that you are dedicated to this project. I can see it because in only two month's time you are here, where you are today and that's great and I'm so happy for it.

Okay, now I want to ask the different groups to give me a little bit of feedback on their action plan. Maybe we want to start with the support group. The leaders of each group. Maybe, you can start there with your support group and your action plan and what did you accomplish. Okay, what did you do this past two months, what did you accomplish, where are you now, where are you from, that little calf, to be the cow. Where are you at this stage? Okay, so tell us that. Where can you put the arrow now, is it there, or in the middle or at the end or where? Okay, tell me everything, I'm dying to know.

GC3: What is happening is that as we all know that it's difficult to disclose. The support group has got a lot of work to do, because what we did, firstly we identified kids, we all know those kids that are affected. We were moving just so slowly, you see because what is happening is .., the more are

those parents getting more information, it will be easier for us to move faster than we are moving now. But at least we have stepped forward because what is happening is that it is difficult to just mix the parents. We had to ask for the willingness of them first to be able to be mixed with other parents, because what we are trying to do, we want the support group that will come out of this community, you see that's what we are striving for. To get the parents to disclose their kids, the minute they disclose their kids, to talk with them, so that we can get support group. But we have not yet involved.

F: ..(*unclear*)

GC3: Ja, at ..(*unclear*) today there was a parent who came to me because we talked about the grant they qualified for, that can give her support so that she can buy medicine and all those things. It's moving, it's coming okay, that's what we are doing to them you see, so that they must know we are of help to them.

F: Okay, what did you do after here with the support group?

GM: We visit them.

GC3: Ja we visited, there's a lot of things that's happening, as I told you that we've got a hectic schedule here in school because we are preparing for the banquet. What we did, I'm sure we visited one or two houses, I don't want to lie to you. It's where we spoke from the list, they are not so many that have disclosed from the list that we got. Not the one we had previously, the new ones who have just disclosed you see. They are very keen, one of them is so willing to want to. You see when we met the other one, not yet, now we have to make it a .., we have to preach it so that maybe they can get used to it so that what we need to form that support group.

F: Okay, so how many families did you visit?

GC3: ...(*unclear*)

F: How did it go?

GC3: So well, the other one is the one who want to, the ones that you .., he has got two kids here at school, but the one is not affected but the other one, because he was so sick, and the mother sometimes got sick – so it's difficult when he's got that problem to just .. – you see we have to wait for her to be okay so that we can start doing things.

F: How is ..(*unclear – a lot of background noise*)

GC3: Oh he was so excited, even .., you know what we told her, because you know there was that label.., "are they going to know about me?", no it is only the support group, nobody is going to know, there's no label that we are doing this in order to label everybody – it's only us that know that we are doing this for this benefit.

F: Okay, maybe you can ..(*unclear*) on that support group, the two.

GC3: Ja, the two of them. Ja, the other one we will prepare for the grant and all those things is the one that we met from the past, I'm talking those new cases now, the two cases I'm not talking about the old one that we had. There are two more from that. But what is going to happen, we are going to draft something because we have to write it down everything so that you can see the steps that we have taken, from the old people that we know, after the support group.

F: So you elaborated from ..?

GC3: Ja.

F: There's a lot of difference from ..(*unclear*)

GC3: Ja, get more parents that are going to disclose and ..(*unclear*) something to add more.

F: Okay.

GC3: I would like to emphasise that the support group is working because the uncle of one of the one he came this morning to thank the support group for the good work that they are doing.

F: Great, wonderful. So a little child came in in the morning ..(*unclear*)

GC3: It's the old cases that we have, parents gave transport. What we did is we went to that township and we tried to get ..(*unclear*) the principal spoke ..(*unclear*) because they told us they are going to send someone because that child was developing ..(*unclear*) – so we said we know what to do, we are going to take over the active group.

F: That's great, wonderful, XXX.

GC3: From the vegetable garden.

F: XXX did you want to add from there.

GM: And there is a lady, there was a lady from Hospice who came to our school and she told us that she's going to work with us here at school in our support group.

F: Wonderful, and did you have another meeting with her.

GC3: Not yet, otherwise she said she's willing to come to us and give us any help.

F: You must do that, what is her name.

GC3: Ja, we are going to do that, her name is XXX.

F: ..(*unclear*)

GC3: So that if there is something that we can't do for the people and then she's got something that she can come with, anything. And the other thing that hurts us, I'm so glad that you ..(*unclear*) that information that you brought to us, where to go when we've got problems, like to XXX, all the ..(*unclear*) contacts – it makes it to be easier for us, someone to talk to when we've got a problem.

F: Can you show us ..(*unclear*) how far are you? So you are saying you are about half way.

GC3: Yes.

F: We will talk about what else ..(*unclear*) today, but first we are going to report back on what you did during the last two months.

GC3: Ja.

F: Is there anything anyone wants to add on the support group?

GM: But you know that Tilda it's not easy to get somebody, you know, it's very difficult to get someone. Otherwise information sharing, that is going to help us, that is going to give us ..(*unclear*)

F: You must get help.

GM: As we are ..(*unclear*) as a vegetable garden, we are all working together.

GC3: Ja, to get one family to get one person in a support group means a lot to us you know.

F: But you've already got three families.

GC3: Ja, that is why we are here.

F: ...*(unclear)* told me about something you've played for the ..*(unclear)* what happened there?

GC3: ..*(unclear)* okay, what happened when we were here, we went to hospital, that lady passed away on Monday. But because she was in pain, but I didn't pray for her to die, no, but I prayed for her to pave the way so that ..*(unclear)*

F: Maybe you should go and visit the family.

GM: Ja, that's what we need to do to give support.

GC3: You know what, those people that are sleeping there, they need prayer in order to take them out of the pain for some of them.

F: Maybe we also can do with the support group ..*(unclear)* go to sick people to give them hope.

GC3: Ja, to give them hope, to give them courage, pray for them, they mustn't lose hope because some of them they are not sick you see, when you pray and give courage and you give them hope, then they know that I've got somebody to help – sometimes it's because of the stigma, sometimes is because of denial, but if they can see that people around me care for me then she will be able to ..*(unclear)*, ja, because when we're there now, because we know everything, the first thing that we ask those parents is "did you know your status?", they say "yes, I know that's why I told you", and then we ask "is it the doctor who told you", and then we ask "what is happening, did you receive a grant, what type of grant are you receiving", they will say "I'm receiving R110 grant", we then tell them "no, you don't qualify for a R110 grant, you qualify for a R740 grant so that you can take care of medicine and all those things" – because they don't know about those things. And it's easy now because when you phone ..*(unclear)*, they just give them the relevant so that they can get it easy, because you going to get it quick quick when they are being diagnosed.

F: Yes, because you've got all the ..*(unclear)*

GM: And it's so nice, even if they ask questions from you, you are able to answer, you don't say I don't know because you are so ..*(unclear)*

F: It's so wonderful. A round of applause. (*clapping hands*) We will talk about, a little bit later about what our family ..(*unclear*). Okay the next one (*unclear - there is too much noise in the background*)

GC2: What I want to do first, I want to thank you for introducing or for coming in our school, to say whatever you have with us. Like in our group so far I've been approached by my friend, she is having a child in her classroom who is infected. This child has been in and out of hospital. One time this child was absent for quite a long time and then she asked me to accompany her to his home to visit the child. The child was having swollen glands. Then we paid a visit there, we saw the mother, she is very sick. The mother was having a rash on the face and something ringworms the whole face. But I couldn't speak in front of the other person who was with her in the room. I asked for a privacy and then we went outside and spoke to the lady. She disclosed everything and said to me that it's only the child that has not yet been tested, but that she has been in and out of hospital and she has been diagnosed as having TB and she is on TB treatment. And then there was another lady also living in the same house, but they are not sisters, they are just friends, they have adopted this lady after she lost her parents. She is also infected. After speaking to this lady, I went inside and spoke to the grandmother, the mother of the one that I had spoken to. I tried to speak to them, tried to be open to them so that they can come to us and share whatever, or whatever secret they have. And then they said to me they are not hiding whatever they have, they know that they are infected and they were so pleased, they were so grateful to us for the visiting them. Then what I asked them to do, I asked the, if they know of anybody around there, in their neighbourhood, who is also infected or affected must come willingly to school, ask whether Mrs XXX or myself and confide to me then I will give whatever I can do. I explained to them that it is painful when somebody dies, you know you can do something to help, you can help that person, that person died without getting help or knowledge from you and you knew a lot about this thing. They were so pleased. I also told them about this lady we are talking about, XXX, who's working at Hospice. I told them about that because XXX, the day she was here, she said to me she wants to work with us. She is also working with information there at Hospice. She said she wants to work hand in hand with us. Then the following day at school I phoned XXX and gave her the address of the home so that XXX can visit that home and give .., those two should be under Hospice, and then Hospice is going to send a person who is going to be their care giver there and help them. Then XXX did go there. She did go there and had a chat with the lady and she found out that the lady is on the right track because she is part of the support group, the support group of that area.

But now Tilda what we have not yet done is meeting with the community, but here at school we are sharing, like I have said, my colleague came to me and asked for information that I have, that I share the information. The other lady this morning.

F: Now you've got to remember (*both talking at the same time*)

GC2: The other lady from my group, my group also came to me this morning, telling me that there is a parent who came this morning and disclosed about her grandchild but she said she wants this to be kept secret, not tell everybody. We are intending to visit the home and tell them more about the relevant things that they can do. The things that we have not yet done is to meet with the entire community. But I have spoken to Mr XXX of ATTIC, he is still busy with a workshop in XXX at the moment, but he said to me I must write a letter to ATTIC inviting him to come here to the school with the community, to sort of workshop them.

F: Okay, but you are on your way ..?

GC2: Yes, we are on our way, that is so far with us. Otherwise we are all working with the same groups.

F: But I think it's very nice ..(*unclear*) hope to people not ..(*unclear*)

GC2: Yes.

F: You have all the knowledge and the ..(*unclear*) you've got the knowledge ..(*unclear*) and he can help them, and I also see that the support group and the ..(*unclear*) are working.

GC2: Are working.

F: You are helping people and you are ..(*unclear*)

R: Okay we are having learners that are sexually active in our ..(*unclear*), we used to talk to them because sometimes they are carrying condoms for playing with them, some of them, but some of them they know how to use condoms. Because they have that condom is then that we give information that if you can use it, because you are sexually active, it can protect you, but if you have sex naked that means you are going to die. Because that child has that knowledge, he can even transfer that knowledge.

GC2: Ja, that is the part of information, even for the learners (*all talking at the same time*) according to their development.

F: Definitely, and XXX, the info group, where would you say are you, go and put your arrow where you are, please start right at the beginning ..(*unclear*) – do you want to add anything on the information.

GC2: What did you do in the ..

F: Last two months.

GM: You know we asked the principal that we've got a free period, that period we must use big ..(*unclear*) whereby we can take all these kids and educate them about that everything.

F: Keep that idea, because we going to talk about it just now, it's a wonderful idea. Firstly I just want to know what did you do about .., but keep it, anything else on the information group, want to add anything. Okay let's start with the vegetable garden group – XXX is not here so ..(*unclear*) – I saw the vegetable garden, it's very nice (*everybody talking at the same time*)

GC1: We as the vegetable garden group, we asked the community to help us and we gave them they learnt to peel and (*unclear*), they did that and we asked the lady from ACVV to supply us with the seeds and she did that. So they did the ploughing. We asked the guy from the Municipality to give us tools or equipment. He said that we came very late, if we had come earlier, he would have given us a tractor. So we told him that it's not late, we are going to wait until they harvest, when they finish harvesting, we are going to ask him to come with the trackter so that the land must be cultivated properly. So we are still moving forward.

GC1: What is happening with the vegetable garden, what I've seen so far, it helps a lot with the community because what is happening now, the parents are taking care of the school, they don't want the gate to remain open, they don't want any animals to come in because they are keen, they are looking out for the vegetable garden. And what happened to those vegetable gardens, they've got plots, each and everyone when she's from home, he/she knows that they have to go and see to it, my plot is moving, they are very responsible. It was a nice thing to do because sometimes when you just give people land and you don't control it, the work won't go as .., now it's sort of a competition in a way that is going to help them to work harder. You want to get up early, they want to get up early to check how far I am, the others will run because the crop is growing, now we have to cut the land, all those things, they are so keen, they are so crazy, they've been waiting for so long.

F: How did you allocate the land, what did you do, tell me a bit?

GC1: What we did here at school, you see we are also part of ATTIC school where the community is actively involved. There are parents that are coming at ..(*unclear*) to clean the school. What I did is I asked them if they are willing to have gardens, those that are willing I must take their names down. And they come in large numbers and I've got a lot of them. They were not in numbers the time you came, there are lots of parents and we find out that they are so interested in working here and because of the high rate of unemployment, at least for a day they are having something to do,

because each and everyday they must come and have a look at their garden. A person comes with a spade, a fork and rake of their own and cut whatever site of land he wants. We don't have any measurement, what we did is we just gave them an open land to work on, you see. And we are keeping registers. We write them down.

F: ..(*unclear*)

GC1: The parents of the children who are here at school (*all talking at the same time*)

GM: To add more on that. I can see that in the future there will be a less crime because most of the young men who are not working they just come here and do something there in the garden and you know when I see them they are very willing, they are willing to work. I can say there will be less crime because ..(*unclear*) outside their house.

F: Tell me more about the different kinds of vegetables?

GC1: Okay, there are so many, carrots, beetroot, cabbage, onions and peas, spinach, beans, pumpkin and potatoes.

GM: The potatoes are still underground.

GC1: What I want to say is what I like most about the vegetable garden, what we did, we didn't stigmatise the garden, we didn't paint them dark by saying we are doing it for HIV and Aids, that they don't know, what we are doing, we know at the back of our minds that they are doing it voluntarily, at the end we know who is going to benefit because we don't want to be seen as people as if we are laughing at it, we are playing with it, we discriminate so that they can be stigmatised, no they are just working voluntarily what they like. We know as teachers that what we are doing, we are achieving, we know our achievements because what is going to happen, if we did that, what should happen it will be like, we will promote a situation where there is a ..(*unclear*) these must work together because they are HIV and Aids, or they are working, no, they don't know nothing about that.

F: So you don't stigmatise them?

GC1: Ja, what we know as a group, as a vegetable garden group that at the end the people that must benefit are HIV and AIDS.

F: Do you want to add anything on what you did on the vegetable garden, XXX?

- GM: I want to ...(*unclear*)
- F: Okay, but do you want to add something?
- GM: What other vegetables do you think of?
- F: I think you've got everything.
- GM: They've got carrots there, they've got pumpkins, they've got potatoes, onions, but you know it's seldom to see a vegetable garden with a ..(*unclear*), but if you can go out of Port Elizabeth, you could see lettuce growing.
- GM: Even here, you can get lettuce, even the ..(*unclear*) we used to have he used to plough strawberry and lettuce, so we must encourage them to ..(*unclear*)
- F: You know what, in the summer you can even grow other fruit, like strawberries and stuff like that.
- GC1: We've got a plan here because the caretaker that we used to have, he didn't get any money from the school, ..(*unclear*) the caretaker was a hard worker, he grew everything because the land is so rich. So we are going to get a lot from that land.
- F: Who gave you all the seeds?
- GC1: ..(*unclear*) the one that said the deputy must contact them ..(*unclear*) it will not be a garden anymore, it will be a field. (They all clapped their hands here). At the end of the year, I think October is the right month to plant mealies.
- F: Ja, mealies but you can have it on the ..(*unclear*), where will you put the vegetables ..(*unclear* – *they are all talking at the same time*) – because it's a big field. So the vegetable garden ..(*unclear*) do you all agree.
- GM: Ja, we all agree with you. And even our school now is ..(*unclear*) because the parents are involved, before they go there they start at the classroom and then go to the garden.
- F: Fantastic, you also said something about the crime, if the community gets more involved ..?
- GM: Ja, we will also have less babies too.

GC1: Okay, now we get to what you did during the last few months. What did you accomplish, but I can see the vegetable garden, the support group, there's still a little way before you reach the end. Now I want you to go into your small groups again, but you can choose the way you want to be. You all are everywhere, but you've got your main focus. Now I want you to think, what else do you want to accomplish, what else can you do, to get you going. What else can you do, how can you ...(*unclear*) for the last few months. Just write it down on a paper and get a plan of action for that. How are you going to accomplish ..(*unclear- they were talking among themselves here, all at the same time*)

GC3: Our plan of action from now onwards, as you can see that we are moving, but we are not yet to the fat cow, but we are going to the fat cow. Our plan of action from now as the support group is to visit all that have disclosed, those kids and those parents that have already disclosed. We are going to visit all their houses, so that we can talk to them. Why are we going to visit them, to give support as you have seen we are a support group, to pray, to give them hope, to give them courage so that they must know that there are some people who care for them, to give relevant sources, how to keep the relevant sources, sometimes when you came to the house, they are very sick, to tell them that "okay I'm going to phone so and so", sometimes they don't have something to eat, we can say we are going to call ATTIC, as we have already done. ATTIC can send food parcels for them, because we are already using ATTIC, to call the social worker because some of the things we cannot help, social workers know more about those things. Sometimes is to encourage them, to send them to relevant sources, sometimes they are very sick, they don't know what to do. Sometimes it's difficult for us to ..(*unclear*) what I'm going to do in those matters, we are going to call an ambulance to send them to hospital if possible, if not send them to Hospice where we will talk to the lady, XXX, who will – then the second one, to encourage good diet, like ..., we all know that they are coming to school to plant vegetable garden, but they must also have a small portion of their own vegetable garden. Sometimes it's not going to help them to get ..(*unclear*) only, they need exercise, they don't need to sleep long hours because the sleeping, you think too much, you can think you are going to die. We don't want them to think they are going to die, we want them to think that there's a future for them. Then to form support groups for parents that are affected. The parents who are sick, the parents who are taking care of the people who are HIV and positive, then for the infected parents. We are dealing specifically with parents because we know if parents, if you can support the parents, it is easy for the parent to take it over to the young ones.

Then we are here to encourage clinics, they must go to clinics, even if they are feeling there's something that is not okay, they must go to the clinic because this is where they are going to get help.

- Then to get medication, then to organise care givers, where possible, sometimes you can see that a person is *..(unclear)* no one to give her food and all those things, to organise someone to take care of her. That is our duty, to clean the house. You know when you're sick sometimes you can get bed sores because no one is going to turn you around you see, that is what we are going to do, to organise, we can help but to organise somebody when we are not there to visit these people.
- F: Maybe you must get some of these parents to help.
- GC1: Ja, taking of medicine, we must encourage them to take the medicine. The medicine must not be there and they must say they are okay, they have to take the medication. *(they clapped their hands again)*
- F: Do you have anything to add on this action plan of the support group, anything you think maybe they must do.
- A: 10 out of 10.
- GM: You know the support group, we do that, we do all that thing.
- GC1: Ja.
- F: Okay, the Info group.
- A: We would like to hear the voice of the new lady.
- GC2: *..(unclear)* because I want to know more, that is why I joined. Okay, information sharing, first plan of action, our plan of action is to reach out to the whole community. Why we want to reach the whole community is we want to give them more knowledge, everything that they need to hear so that we can give them confidence and they can disclose. So after reaching the whole community and after being *..(unclear)*, we want to talk and then we set a date, we invite an expert and then like for example *..(unclear)* so that we can give them courage, hope everything they have. And thirdly we use this media *..(unclear)* that they go and read about this HIV, condoms *..(unclear)* related to the sickness. And then we hire a video and we let them watch *..(unclear)*. During here at school now we are going to *..(unclear)* are free, we bring them together, we speak with them, maybe like a game you know, like we are playing, we don't make it like it's a forma thing, we make it like a play. At the end of the day we play games, we do things that are relevant, like acting drama. And then after that we make our *..(unclear)* what they think about this play – main focus and they get their own *..(unclear – they clapped their hands here)*

GM: A drama is good, even if you can watch TV, they are using a lot of drama because this is where they learn easier. And secondly when they are doing that they must make use of practicals, they mustn't just talk about condoms, just condoms, they must show them, they must ask from them the way we are doing in our classes, what is this, what are we using this for, to get information from them so that we can correct them if possible, because if you can get to know, these kids know more than we know, sometimes they know wrong things, they've got wrong perceptions, then it's where they are going to correct them and put them on the right track.

F: Remember that booklet I gave you?

GC2: Ja, we are going to make use of them.

GM: If you've got more of them, we can make use like they are saying there that for the media ..(*unclear*) so that they can go there and page it.

F: ..(*unclear*) two or three extra copies for you with the ..(*unclear*) you can put the ..(*unclear – they are all talking at the same time*) and tell Mr XXX that he must make an announcement that there is going to be an Aids ..(*unclear*) at the media centre and all the kids are very welcome.

GC2: Not to forget, I will encourage the teachers who are here to make use of those books, we've got them in all the levels, Grade 1-3, from the department, so we must make use of those books.

F: Maybe put those books in HIV Aids corner at the media centre and make an announcement of that, tell them.

GC2: You know Tilda we had a lesson that is preparing them for the 1st of December of which they acknowledge that day as the day of, an Aids day, so when we are preparing them for the lesson, you find that some of them they do know, some of them don't and some of them they do have booklets in their bags, whereby they, during break times they read the stories and empowering one another with HIV because their parents are sick. When somebody comes from outside and gathers their family and tell them, immediately that information does not stay in that house, they take it out earlier.

GC2: ..(*unclear*) that teacher said he felt the other day, that if he wants to pray for HIV and Aids, and did she cry a lot in her classroom, but what happened there were some kids who were crying in the classroom, and that we told her that you know I'm sure those kids are the kids that have got problems but they cannot say that out you see, that they've got a problem, that's why we as teachers we must take these things as ..(*unclear*) even when we are going to pray, say we are going to pray for poverty today, because there are some kids who are suffering, you see, you

- mustn't seem as if you don't know these things they are not happening. There are kids that we are teaching, that are in problem, and we have taken them out of that shell.
- F: And maybe by ..(*unclear*) these children.
- GM: Ja, we could see when he is crying, when they all left, just call her, "why were you crying, just take it out because maybe I'm going to help you", maybe they will disclose – that is where it's going to work.
- GM: They are ..(*unclear*) emotions, every time you go to his/her desk, he is reading a book of which we are not using the book in this learning area. Once you take that book and ..(*unclear*) there's a story in the book, it's about me, you know, I don't know my parents, but I heard that my parents died, then we need to pray, definitely.
- F: Anything else.
- GM: ..(*unclear*) the one that we ..(*unclear*) we want it to be a big and ..(*unclear*) – we going to have a variety of vegetables for winter and summer. We want to try to plough fruit like strawberries, and ..(*unclear*) – when we have a big field, we want to approach our municipality to help us with the ..(*unclear*) for irrigation. Big fields we don't mean ..(*unclear*) or for feeding people only, but money in their pocket. We want to cook soup for them from the vegetables (hands were clapped again). The vegetable garden ..(*unclear*) the communities ..(*unclear*) because that's ..(*unclear*) the field is already there, that field is not for HIV people only, we are going to support them, but if it is specifically for them that ..(*unclear*) they are not alone, we are supporting them, at the end of the day they will get something valuable. You know, once you are with somebody, truly involved in a thing with you, you know that really I'm supported. (*they clapped hands again*)
- GM: I love the ..(*unclear*) idea, especially the ..(*unclear –all talking at the same time*). Okay now you identified something that you still need or want to do, you always accomplish the goal to get to the big fat cow. I am very proud, it's a ..(*unclear*) wonderful idea, but we must try to do it now because from now ..(*unclear*) maybe she will be here as well, she will come during September. Maybe I will not be here but I think I won't be here, but we will talk about that. And I can't wait to see it happen, I want to see all the ..(*unclear*). And now I want you to think of a nice striking name for your group. What do you want to call yourselves? Think a little bit.
- GM: (*all talking at the same time*) the name: MASIZAKHENI – Let us build ourselves, together.
- F: Do you want to add the name of your school.

GM: MASIZAKHENI FAMILY GROUP.

F: That's beautiful, does everyone agree on that.

GM: What we are doing (*talking at the same time*) they are building themselves, even us, we are also building ourselves, so it's about building.

F: Building, ..(*unclear*)

GM: You mustn't wait for somebody, you must start something so that you can ..(*unclear*)

F: So, MASIZAKHENI FAMILY GROUP.