

by • **ibhalwe ngu**

Jill Kruger

University of South Africa: Department of Anthropology

# Phila Impilo!

Izingane ziveza ezingakuthanda ngokulashwa kwazo



Live Life!

Children advocate best practices for healing





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Children advocate best practices for healing

## by • **ibhalwe ngu**

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University of South Africa: Department of Anthropology

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## showcasing the personal perspectives of • **iveza imibono yalaba**

Ayanda  
Frank  
Mphumelelo  
Nkuleleko  
Qiniso  
Senzo  
Sphume  
Thulile  
Zama



Bathabile (Joy)  
Khayelihle (Amanda)  
Mthandazo  
Nomfundo  
Samkelisiwe  
Siyabonga  
Sthembiso  
Thuliswa  
Zinhle



Bhekumuzi  
Mandisa  
Mxolisi  
Nompumelelo  
Saziso (Christopher)  
Sphephelo  
Thato  
Yongama

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Debra Flanders Cushing & David Underwood



The Phila Impilo project was designed and directed by Jill Kruger through Young Insights for Planning (YIP) NPO 54 005.

YIP strives to improve children's lives by ensuring that their insights and recommendations about issues that affect them in their daily environments are recorded, disseminated and included in official planning processes.

It uses all means possible to bring children's own presence to the advocacy process whether by their direct presentation or through print or video materials.

This publication is partnered by a 26 minute DVD available from Young Insights for Planning at [yipsa75@yahoo.com](mailto:yipsa75@yahoo.com).

For a description of the workshop process, see the article on Phila Impilo! by Louise Chawla and Jill Kruger in the "In Touch" section of PLA 58, [www.planotes.org](http://www.planotes.org).

Uhlelo lwe Phila Impilo lwenziwe futhi lwaqondiswa ngu Jill Kruger nge Young Insights for Planning (YIP) NPO 54005.

I-YIP iphokophelele ukuthuthukisa izimpilo zezingane ngokuqinisekisa ukuthi lokho abakubonayo nabakuphakamisayo ngezimo ezibathintayo ezindaweni zabo nsuku zonke ziyabhalwa phansi, zidluliswe futhi ziyafakwa ekuhlelweni kwezinqubo ngokusemthethweni.

Isebenzisa zonke izindlela ezingabakhona ukuthi izingane zizibambe iqhaza ohlelweni, lokho okungaba ngukuthi zibekhona noma ngokusetshenziswa kokubhaliwe noma okuqoshiwe ngokwezithombe.

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I was enormously pleased to be asked to write the foreword for this booklet as the aims and achievements of this project, which centre on the importance of putting children's voices onto adult agendas, mirror what I have learnt from my own professional practice. Those who set up and carried out this project are not only championing children's rights and needs but show how simple but appropriate activities can enhance the quality of life of a seriously disadvantaged group of children.

Whilst reducing transmission of infections such as TB and HIV must be a focus for everyone in South Africa, it is the health and wellbeing of the most vulnerable and most disadvantaged people which also needs attention. These people are disproportionately affected by these infections but their voices and views are often not sought and rarely heard. This project makes us take note of the voices of some of the most vulnerable – children alone in hospitals, coping with TB and HIV infections. But concentrating only on the vulnerability of individuals and their difficulties can diminish feelings of self-worth, as well as produce overwhelming feelings of helplessness in those providing care as difficulties often seem insurmountable. By providing for these children simple moments to enjoy activities of childhood – playing, drawing, sharing and joining in – this book demonstrates that children have resilience too, as it is their determination and pleasure and not their frailties that we hear in their comments and see in the work they produced.

The children who participated in this project have much to tell and show and I will leave that to them. Perhaps I can fill in some of their backgrounds. I met them during a working visit to King George Hospital in KwaZulu Natal and was invited to join them in this project on one amazing afternoon. All these children were long stay patients from the paediatric TB ward, some had HIV infection as well and many had been extremely sick. All were separated from family and community and some had experienced recent deaths of loved ones and did not know who would be caring for them in the future. Many have direct experience of chronic poverty and deprivation together with the fear and stigma which sur-

Ngajabula kakhulu ukuthi ngicelwe ukuba ngibhale isingeniso salencwadi. Izinhloso nokuphumelela kwalomsebenzi ogxile kakhulu ekubekeni izimvo zabantwana etafuleni lezingxoxo zabadala, kwenze ukuthi ngifunde okuningi kulomkhakha womsebenzi wami. Labo-ke ababhukule ukuze benze lomsebenzi ube impumelelo, bahola futhi baphinde bakhuthaze ngokuxhasa izidingo namalungelo ezingane. Batshengisa ukuthi kulula kangakanani ukwenza izenzo ezingathuthukisa izinga lem-pilo yalabo bantwana abahlwempu.

Ngesikhathi kuncishiswa izinga lokusabalala kwezifo ezithathelanayo njengeTB kanye ne HIV kukhathaza abantu abaningi eNingizimu Afrika, kodwa impilo nenhlalo yengxenyane enkulu yabantu abasengcupheni nabaswele, yiyona ethinteka kakhulu kulezizifo ezithathelanayo. Amazwi abo kanye nezimvo zabo kujwayeleke ukuthi zingezwakali ngendlela efanele. Loluhlelo lusenza sikwazi ukubona noma sizwe okushiwo abanye balabo abathathwa njengabasengcupheni ngezifo – izingane ezihleli zodwa ezibhedlela, eziphila nezifo ezithathelanayo okuyi-TB ne-HIV. Kodwa ukugxila kakhulu ekungaphathekeni kahle kwabantu nobunzima abakubona kungehlisa imizwa yokubaluleka kwabo, kanye nokuthi kwakheke okukhulu ukungasizakali kulabo abasizayo njengoba ubunzima bubonakala bungenakwehlulwa. Ngokunikezwa kwalezingane amathuba okuthi zijabulele imidlalo noma izinhlelo zazo zobungane – ukudlala, ukudweba, ukusebenzisana noma ukwabelana – lencwadi ikhombisa izindlela izingane ezingakwazi ngazo ukuthi ziqhubekele phambili, njengoba kuwukuzimisela kanye nethuba elimnandi abalitholayo esikuzwa kwabakushoyo nasemisebenzini abayenzayo hhayi ngokungaphili kwabo.

Izingane ezibambe iqhaza kuloluhlelo zinokuningi ezikushoyo nezizokuveza lokhu ngizokushiyela kubo. Kumbi ngingaveza okunye ngemvelaphi yabo. Ngahlangana nabo ngesikhathi ngivakashela ngokomsebenzi e-King George Hospital, KwaZulu Natal ngase ngimenywa ukuthi ngihlangane nabo ngenye intambama eyayimangalisa. Zonke lezingane zaziyiziguli zesikhathi eside zihleli egunjini lezingane leTB, ezinye zazo zazingciwane le-HIV kanye nezinye ezazikade zigula

round HIV and TB in their communities. Yet their enthusiasm for life and participation was not diminished. They could not wait to give voice to their experiences: creating and sharing stories of health and hospitals, of hopes and dreams, of having fun, and reminding us of the power and preciousness of being allowed just to enjoy being a child for a while.

This project has shown what is possible to do even when children's situations are difficult and where there are limited resources. The moments of fun no doubt enhanced the individual children's lives but it is now our responsibility to make sure their views have a longer lasting and wider reaching effect so other children can benefit too. The messages for those of us who care about children are that they still need our protection and support and they cope even better if allowed some positive experiences of childhood.

With warm thanks to all those who invited me to have a part in this project.

Diane Melvin

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Member of the CHIVA/KZN Initiative

kakhulu. Iningi lalehlukaniswe nemindeni nemiphakathi kanti abanye babesanda kushiywa ababathandayo futhi bengazi ukuthi ubani ozobanakekela esikhathini esizayo. Iningi labo liyakwazi ukuphila esimweni sobubha nokuntula kuhlangelele nokusaba kanye nokucwaswa okusondelene ne-HIV ne-TB emiphakathini yabo. Nakuba ukuzimisela kwabo ngempilo nokubamba iqhaza kungashabalalanga. Babengakwazi ukulinda ukuthi badlulise izwi labo ngalokho asebedlule kukhona: Ukwenza kanye nokwabelana ngezingxoxo zezempilo kanye nezibhedlela, ngamathemba namaphupho, ukuzijabulisa, kanye nokuthi sizikhumbuze ngamandla nobuhle ngokuthi sivunyelwe okwesikhashana ukuthi sizijabulise njengezingane.

Loluhlelo luveza okungenziwa noma ngabe isimo sezingane sinzima futhi lapho kungenazo izinsiza ezenele. Izikhathi zenjabulo akungatshazwa zibe nomthelela omuhle ezimpilweni zezingane kodwa manje kuwumsebenzi wethu ukuqinisekisa ukuthi imibono yazo inomthelela omude nobanzi ukuze nezinye izingane zikwazi ukusizakala. Umyalezo kulabo abanakekela abantwana ukuthi basadinga ukuvikelwa nokunakekelwa yithina bayakwazi ukumelana nezimo uma benezikhathi ezinhle zobuntwana.

Ngibonga kakhulu kubobonke abangimema ukuthi ngibe yingxenywe yaloluhlelo.

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Ilunga lomsebenzi we -CHIVA/KZN





# CHAPTER 1 • ISAHLUKO 1

## **Arts Workshop Uqeqesho ngobuciko bokudweba**



## Reason for the Workshop

Children can be partners in health promotion instead of merely recipients of health care. In the Phila Impilo project, children used art activities to reflect on their experiences of illness, treatment and healing so as to share what they had learnt with other children and with adults.

In recent years children have spent long periods in hospitals for the treatment of chronic illnesses associated with HIV infection, including tuberculosis (TB). Since 2005, TB has been recognized as a leading cause of death among HIV positive people in Africa. Yet children's voices have been absent from debates on illness, medical treatment, and hospitals as daily environments for long-term care.

In terms of the UN Convention on the Rights of the Child (CRC), children have the right to life, survival and development (Article 6) and the highest attainable standard of health (Article 24). But they also have the right to be treated equally (Article 2) and to have a say (Articles 12 and 13) in how their best interests can be addressed (Article 3).

## Children in the Workshop

King George V Hospital in Durban, which hosted the children's workshop, offers specialist care for all forms of tuberculosis and its treatment. The Department of Education finances a small school on the premises with two classrooms. For a period of two weeks, 23 girls and boys, 6 to 13 years old, took part in workshop activities, with three younger children joining in occasionally.

The children had been referred from other health institutions, most of which lacked classrooms and special play areas for children. They had spent long periods in hospitals. Many were in their second or third readmissions, and one girl had been in hospitals for two years.

There were always two nurses on duty, and children left the workshop for bed if they felt sick. The ward doctor visited the workshop regularly, often joining in the activities.

## Isizathu Salolugeqesho

Izingane zingaba yingxenywe yezempilo kunokuthi zibe ngabamukelayo nje kwezempilo. Ohlelweni lwePhila Impilo, izingane zisebenzisa izinhlelo zobuciko ekubhekeni kwezidlule kukhona ngokugula, ukwelashwa kanye nokululama kwazo ukuze zabelane ngezikufundile nezinye izingane nabantu abadala.

Kuleminyaka izingane zichitha isikhathi eside ezibhedlela ukuze zelashelwe izifo ezibucayi ezincikene negciwane leHIV, kuhlangukisa ne-TB. Kusakela ngo 2005, i-TB ivezwe njengembangela yokufa kwabantu abanegciwane le-HIV e-Afrika. Kodwa amazwi ezingane engekho ezinkulumeni-mpikiswano zokugula, nokwelashwa kanye nezibhedlela njengezindawo zabo zokuhlala isikhathi eside benakekelwa.

Ngokwe UN Convention on the Rights of the Child (CRC), izingane zinelungelo lempilo, lokusinda kanye nokuzithuthukisa (Isigatshana 6) kanye nezinga eliphezulu elingatholakala lezempilo (Isigatshana 24). Kodwa futhi zinelungelo lokuthi zithathwe ngokulingana (Isigatshana 2) nokuthi zibenezwi (Izigatshana 12 kanye no 13) ekutheni kungenziwa kanjani lokho ezikuthandayo.

## Izingane Kulolugeqesho

I-King George V Hospital, eThekwini, yiyona okwakuqeqeshelwa kuyo izingane, inikezela ngokunakekelwa okuqondene nazozonke izinhlobo ze-TB kanye nokwelashwa kwayo. UMnyango wezeMfundo uxhasa ngemali isikole esincane esisemagcekeni esinezindlu ezimbili zokufundela. Esikhathini esingamasonto amabili, amantombazane nabafana abawu 23, abaneminyaka ephakathi kwewu-6 kuya kwewu-13 ubudala, zabamba iqhaza ezinhlelweni zoqeqesho, kanye nezinye ezisezincane ezintathu zihlanganyela nabo ngezikhathi ezithile.

Izingane zedluliselwe ngezinye izikhungo zezempilo, eziningi zazo ezingenazo izindlu zokufundela kanye nezindawo ezikhethekile zokudlalela izingane. Sezihlale isikhathi eside ezibhedlela. Eziningi sezingena ok-

## Art Methods

Six workshop facilitators, all skilled in working with children, had a three-day methods training session beforehand and a working session before the program commenced each day. S'bu Sithebe, a South African artist and workshop facilitator, defined the importance of art as a communicative medium:

“Children can express more easily how they feel through drawings. This helps them to deal with inner pain and let go of emotional stress.”

Children reflected on all the healthcare facilities where they had been diagnosed or had treatment. Before the arts program began, they agreed on ways to work together harmoniously and signed the agreement with hand-prints. In the activities that followed, they showed that they had thought carefully about diagnosis and treatment as well as their relationships with fellow patients, families and hospital staff.

In addition to art activities, the workshop included morning and afternoon rituals and games to build solidarity and share pleasure and caring. This booklet focuses on the arts program, which enabled the children to express their experiences and ideas for improving their health care environment and treatment.

wesibili noma okwesithathu, enye intombazane esibe sesibhedlela iminyaka emibili.

Kwakuhlale kunabahlengikazi ababili emsebenzini, nezingane bezishiya uqeqesho zibuyele emibhedeni uma zizizwa zigula. Udokotela wegumbi lezingane ubevakashela uqeqesho cishe njalo, abuye abambe iqhaza kokwenziwayo.

## Izindlela Zobuciko

Abaqeqeshi abayisithupha, bonke abanekhono lokusebenza nezingane, babanoqeqesho lwezinsuku ezintathu ukulungiselela izindlela abazozisebenzisa ngaphambi koqeqesho, njalo ngaphambi koqeqesho lwezingane bayahlangana ukuzilungiselela usuku nosuku. US'bu Sithebe waseNingizimu Africa ongungcweti wezobuciko bokudweba, nongumqeqeshi, ucha-za ukubaluleka kokudweba njengendlela yokuxhumana:

“Izingane zingaveza kalula imizwa yazo ngokuthi zidwebe. Lokhu kuzisiza ukuthi zikwazi ukumelana nezinhlungu ezinazo kanye nokuthi zikwazi ukuthi zidlule engcinezini yokomoya.”

Izingane zacabanga ngazozonke izindawo ezisesibhedlela lapho ezazixilongelwa khona noma zelashelwa khona. Ngaphambi kokuthi kuqale uhlelo lokudweba, zavumelana ngezindlela zokusebenzisana ndawonye zase ziyazibophezela ngokuthi zibeke imifanekiso yezandla zazo ephepheni. Emidlalweni eyalandela lokho zakhombisa ukuthi zicabanga kabanzi ngokuxilongwa kanye nokwelashwa kanye nangobudlelwano bazo nezinye iziguli, nemindelni kanye nabasebenzi basesibhedlela.

Ekwengezeleleni ezinhlelweni zokudweba, njalo ekuse-ni nantambama uqeqesho lwafaka izindlela noma izinkambiso nemidlalo eyayizokwakha ukusebenzisana kanye nokwabelana ngobumnandi noma ngentokozo kanye nokunakekela.



The program comprised:

- ◆ Themed drawings
  - ~ Identity drawing with mirrors
  - ~ The happiest day of my life
  - ~ The best person in my life
  - ~ The best person in this hospital
  - ~ Things I'm sad about in hospitals
  - ~ Things I'm scared of in hospitals
  - ~ Umoya (wind) letters
- ◆ Collage
- ◆ Composite fabric painting
- ◆ Tree of Life mural
- ◆ Sock puppets

## Themed Drawings

Children are generally keen to share ideas of how they would like to introduce change into their lives with the help of adults. However, they may find it stressful to focus on problems or pain. The identity drawing with mirrors was introduced to foster a sense of belonging and self-worth that could counterbalance feelings of insecurity that might arise in discussing hospital experiences.

Children each received a small pocket mirror which they pasted onto cardboard. They then drew valued people and items around it.

“The mirror shows that children are important here on earth. You can place important things in your life around you. It reminds you of who you are despite your illness.”  
- Maria Makgamathe, workshop facilitator

*I felt good when I saw myself in the mirror. There is one at home in my mother's room next to the table. I use it when I go to school to check if I have combed myself well. The sun, I love it. I go outside for the sun's warmth. Ball, we play with it at school. This fish in the water: I love fish. We eat it almost every day at home. My uncle is a fisherman. This is my family's home. The flower in the pot is inside the house. My young brother, I love him very much. My aunt always leaves us with our neighbours when she goes out to work. My mother has passed away. (♀ 9y)*

Lencwajana igxile ohlelweni lokudweba olwanikeza izingane ukuthi zikwazi ukuveza ezidlule kukho kanye nemibono ekuthuthukisweni kwesimo sendawo yoku-nakekelwa nezempilo abakuyona kanye nokulashwa:

- ◆ Uhlelo Luqukethe Lokhu
  - ~ Imidwebo echaza ngobuwena kusetshenziswa izibuko
  - ~ Usuku olwangijabulisa empilweni yami
  - ~ Umuntu obalulekile empilweni yami
  - ~ Umuntu obalulekile kulesibhedlela
  - ~ Izinto ezingiphatha kabi esibhedlela
  - ~ Izinto engizisabayo esibhedlela
  - ~ Izincwadi zomoya
- ◆ Umdwebo ochaza ngawe
- ◆ Ingxubevange yobuciko bokudwetshwa kwend-wangu
- ◆ Umfanekiso osodongeni wesiHlahla seMpilo
- ◆ Amaphaphethi angamasokisi

## Imidwebo Enezindikimba

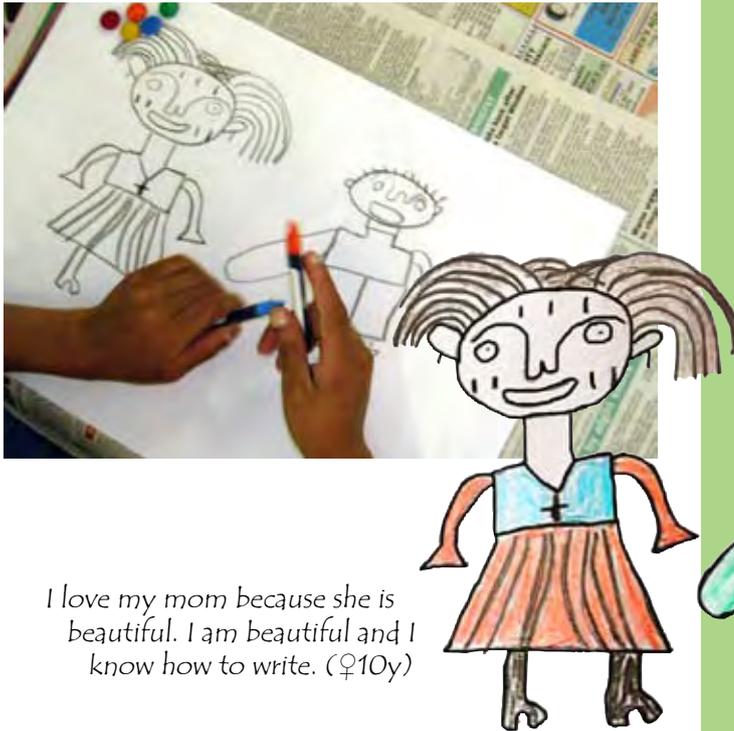
Ngokujwayekile izingane ziyakuthakasela ukuthi zabelane ngemibono yokuthi zingathanda kanjani ukuletha ushintsho ezimpilweni zazo ngosizo lwabantu abadala. Nakuba, zingakuthola kuyingcindezi ukuthi zigxile ez-inkingeni noma ezinhlungwini. Imidwebo ekhombisa ubuwena kusetshenziswa izibuko yenzelwa ukuthi ik-wazi ukukhuthaza ukwamukeleka kanye nokubalukela komuntu okungenza ukuthi kumelane nemizwa yokwe-saba engavela uma kuxoxwa ngasebedlule kukhona esibhedlela.

Ingane ngayinye yathola isibuko esincane eyasin-amathisela ekhalibhothini. Zase zidweba abantu nez-into ezibalulekile ezisondelele nazo.

“Isibuko siveza ukuthi izingane zibalulekile lapha em-hlabeni. Ungabeka izinto ezibalulekile empilweni yakho eduze kwaso. Ikukhumbuza ukuthi ungubani wena ngaphezu kwesifo sakho.” - Maria Makgamathe, umqeqeshi

*Ngizizwe ngijabule ngesikhathi ngizibona esibukweni. Sikhona esisodwa ekhaya ekamelweni likamama eduze kwetafula. Ngisisebenzisa uma ngiya esikoleni ukubheka*

By drawing and talking about “the happiest day of my life,” “the best person in my life” and “the best person in this hospital,” children shared sources of happiness, support and resilience and suggested life-affirming experiences that could be integrated into the hospital program.



*I love my mom because she is beautiful. I am beautiful and I know how to write. (♀10y)*

Children cherished memories of special occasions when adults they cared for showed they were loved and valued. Birthday celebrations were especially memorable.

*Birthdays are important to me. On that day parents remind you of your birth and that you arrived here on earth. (♀7y)*

*This is me when I am happy on the best day of my life. It was my birthday party. (♀7y)*

*The happiest day of my life was when I had my birthday party. (♂ 10y)*

*ukuthi ngilikame kahle yini ikhanda. Ilanga, ngiyalithanda. Ngiphumela phandle ukuthi ngilithamele. Ibhola, sidlala ngalo esikoleni. Lenhlanzi esemanzini: ngiyayithanda inhlanzi. Siyidla cishe nsuku zonke ekhaya. Umalume wami ungumdobu. Leli yikhaya lomndeni wami. Imbali le esesitsheni ingaphakathi endlini. Umfowethu omncane, engimthanda kakhulu. Ubabekazi (U-anti) ujwayele ukusishiya nomakhelwane bethu uma eya emsebenzi. Umama sewashona. (♀ 9)*

Ngokudweba nangokukhuluma “ngosuku olwabayinjabulo empilweni yami” kanye “nomuntu obalulekile kulesibhedlela”, izingane zabelane ngezinto ezizijabuliso, ukusizakala kanye nalokho okungazenza zikwazi ukudlula ezintweni eziziphatha kabi lokho okungadidiyelwa nezinhlelo zasesibhedlela.



*Ngiyamthanda umama wami ngoba muhle. Nami ngimuhle futhi ngiyakwazi ukubhala. (♀10)*

Izingane zakhuluma ngezikhumbulayo ngemigubho ebalulekile nezakwenzelwa abantu abadala abazinakekelayo bezitshengisa ukuthi ziyathandwa futhi zibalulekile. Imigubho yezinsuku zokuzalwa eyayikhunjulwa kakhulu.

*Izinsuku zokuzalwa zibalulekile kimina. Ngalelola ngabaazali bakukhumbuza ngokuzalwa kwakho nokuthi wafika kulomhlaba. (♀ 10)*

*Yimina lona uma ngijabule ngosuku olubalulekile empilweni yami. Kwakuwumcimbi wosuku lokuzalwa kami. (♀ 7)*

*Usuku olubalulekile empilweni yami yingekhathi nganginomcimbi wosuku lokuzalwa. (♀ 10)*

*My happiest day was my 5th birthday; I had a party.*  
(♀ 10y)

The children's drawings and discussion of "things I'm sad about in hospitals" and "things I'm scared of in hospitals" showed areas of their experience that required special sensitivity or adjustment.

Umoya letters were introduced when the children showed a strong need to talk about beloved adults, mostly who had passed away. Children wrote notes and drew pictures and hung the letters on a line for the wind to carry their words and images to their loved ones' spirits. The isiZulu word *umoya* can be used both for "wind" and for "soul".

*I love you mom; I miss you a lot. I know that you didn't leave me intentionally.* (♀ 11y)

*I'm doing this for my mother. She, mother, passed away. This is the house we lived in. Now I live in my grandmother's house at the farm. This is myself.* (♀ 7y)

At the end of the workshop, each child's drawings were collected in an "art book" with the collage as the front cover and the identity drawing as the back cover, to make something lasting that they and their family could preserve and value.



*Usuku lwami engalujabulela ngangigubha iminyaka emihlanu yokuzalwa, ngaba nomcimbi.* (♀ 10)

Imidwebo yezingane kanye nezingxoxo "ngezinto ezibaphatha kabi ezibhedlela" kanye "nezinto abazisabayo ezibhedlela" zaveza izindawo noma izinto zalokho asebedlule kukho ekufanele zibhekiswe ezazibaphatha kabi noma zishintshwe.

Izincwadi zoMoya zaqalwa ngesikhathi izingane zikhombisa isidingo esikhulu sokuthi zikhulume ngalabobantu abadala ezibathandayo, abaningi babo sebashona. Izingane zazi-bhala kafushane, zidwebe nezithombe bese zilengisa

lezincwadi ocingweni lokuneka ukuze umoya uthathe amagama kanye nemifanekiso ukuyise ngokomoya kulabo ababathandayo. Igama umoya lingachaza umoya esiwuphefumulayo noma lisho umphefumulo.

*Ngiyakuthanda mama wami, ngiyakukhumbula kakhulu. Ngiyazi ukuthi awungishiyanga ngenhloso.* (♀ 11)

*Lokhu ngikwenzela umama wami. Yena, umama sewashona. Lomuzi sasihlala kuwo. Manje sengihlala emzini kagogo wami epulazini (farm). Lo yimina.* (♀ 7)

Ekupheleni koqeqesho, imidwebo yengane ngayinye yayiqoqwa ifakwe "encwadini yobuciko". Njengekhasi lokuqala basebenzisa ama-collage (umdwebo oveza noma ochaza ngobuhle obungaphakathi enhliziyweni kanye nasemphefumulweniwami) kanye nomdwebo okhombisa ubuwena njengekhasi lokugcina ukuze bakwazi ukukugcina nemindeni yabo ibeyigugu.

## Collage

On flexible A3 cardboard, children made collages “to express the beauty that lies in my heart and in my soul”. They cut out magazine images and chose materials to represent joyous personal interests or memories of love from home.



This is my favourite wrestler. The boxers, I love to watch them on television. I see flowers daily at home. They are beautiful and we use them for decorating. (♂ 13y)

Lona umdlali engimthandayo womdlalo wokulwa ngokubambana (wrestler). Abashayi besibhakela, ngiyathanda ukubabukela kumabonakude. Ngibona izimbali njalo ekhaya. Zinhle futhi sizisebenzisela ukuhlobisa. (♂ 13)



## i-Collage

Ekhasini elithambile noma eligoqekayo eliwu A3, izingane zenza imidwebo “echaza ngobuhle obungaphakathi enhliziyweni nasemphefumulweni wami”. Zasika izithombe zaketha nezinto ezimele okuthize ezikuthandayo nezibanika injabulo noma ezikukhumbulayo ngothando lwasekhaya.

These pictures of small children make me happy. The girl is like my younger sister.

We play together. This girl with the umbrella is like me when it rains. The rain brings tomatoes, potatoes and spinach. (♀ 8y)

Lezithombe zezingane ezincane ziyangijabulisa. Intombazane ifana nodadewethu omncane. Sidlala sobabili. Lentombazane ephethe isambulela ifana nami uma lina izulu. Imvula iletha utamatisi, amazambane kanye nesipinashi. (♀ 8)



I chose this lady sewing because there is a sewing machine at home. My aunt always uses it to fix our clothes. I chose this lady because she resembles my aunt; I love her. I chose this picture of a father and child because the man looks like my uncle. I love these pots because we use them to cook nice food at home. (♀ 9y)



## Composite Fabric Painting

The fabric painting (pp 58-59) was done at the end of the workshop by six of the older children. It depicted some of the children's best and worst hospital experiences and facilities that they would like to have in hospitals.

## Tree of Life Mural

Artist S'bu Sithebe made an enormous tree from flexible cardboard for the back wall of the hospital playroom. The children listed their problems and illnesses on strips of paper to attach as bark to the strong tree trunk. They added bright green leaves to carry their suggestions of ways to make their treatment as comfortable and effective as possible.

Ngikhethe lowesifazane othungayo ngoba kukhona umshini wokuthunga ekhaya. Ubabekazi (U-anti) wami uwusebenzisela ukulungisa izingubo zethu njalo. Ngikhethe ngoba efana nobabekazi wami; ngiyamthanda. Ngikhethe lesithombe sikababa nengane ngoba lendoda ifana nomalume wami. Ngiyawathanda lamabhoḁwe ngoba siwasebenzisela ukupheka ukudla okumnandi ekhaya. (♀ 9)

## Ingxubevange Yobuciko Bemidwebo Yendwangu

Ukudwetshwa kwendwangu (pp 58-59) kwakenziwa ngasekupheleni koqeqesho yizingane eziyisithupha ezindala. Buveza ezinye zezinto ezinhle nezimbi izingane ezidlule kuzo esibhedlela kanye nezinto ezingathanda ukuthi zibenazo ezibhedlela.



## Umfanekiso Osodongeni wesiflahla seMpilo

Ungcweti wokudweba ngobuciko, uS'bu Sithebe wenza umfanekiso wesiflahla esikhulu esebenzisa ikhasi elithambile noma eligoqekayo wasibeka odongeni olungemuva lwegumbi lokudlala esibhedlela. Izingane zazibhala izinkinga nezifo zazo ezingcucwini zamaphepha ukuze ziwanamathisele njengamagxolo esiqwini esiqinile somuthi. Banezela ngamaqabunga agqamile aluhlaza ukuze imibono yabo ngezindlela zokwenza ukulashwa kwabo kube ngokunethezekile nokuphumelelayo.





## Puppet “Friends”

“Puppet friends” made of colourful socks with sewn-on “eyes” brought children’s innermost thoughts into their discussions.

*The puppet was my friend. It let me express what I felt but could not say. Like my dog, I could play with it. (♂ 10y)*

The puppets became more than channels for communication. In the absence of family and friends from home, the children shared their most intense thoughts, feelings and moments of happiness and pain with their puppets. They drew comfort and moral support from these personified representatives.

Children gave their puppets names. The puppets spoke about their owners in a way that blurred the boundary between child and puppet, as the following puppet voices show:

### **Franklin:**

*My owner was very sick yesterday but I love her a lot because she has a good heart.*

### **Unogwaja:**

*When my friend is sick I help him to take his pills. When I am sick he looks after me. I sleep during the day. When it is time for meals, I wake him up. I love my owner very much. When I have a headache he knows how to help me.*

### **Inkawu:**

*look after my friend. In the morning I wake him up to take a bath.*

### **Zikwe:**

*My friend looks after me at night. He helps me with my blanket when I am cold. I love him and play with him during the day.*

## “Abangane” Bamaphaphethi

“Abangane bamaphaphethi” benziwe ngamasokisi ayimibala egqamile kwathungelwa “namehlo”. kwaletsa imicabango enzulu yezingane ezingoxweni zazo.

*Iphaphethi laluwumngane wami. Langenza ngakwazi ukukhuluma ngemizwa yami engangingakwazi ukukuveza. Njengenja yami, ngingadlala nayo. (♂ 10)*

Iphaphethi labangaphezu kwezindlela zokuxhumana. Ekungabenibikho komndeni nabangane basekhaya, izingane zaveza imicabango yazo enzulu, imizwa kanye nezikhathi zenjabulo nobuhlungu namaphaphethi azo. Bakwazi ukuthola ukuthokomala kanye nokusekeleka okuqotho kulezizinto ezenziwe-sabantu.

Izingane zapha amaphaphethi azo amagama. Amaphaphethi akhuluma ngabanikazi bawo ngendlela eqeda umngcele phakathi kwengane nephaphethi njengoba lamazwi alandelayo akumaphaphethi eveza:

### **Franklin:**

*Umnikazi wami ubegula kakhulu izolo kodwa ngiyamthanda kakhulu ngoba unenhliziyi enhle.*

### **Unogwaja:**

*Uma umngane wami egula ngiyamsiza ukuthi athathe amaphilisi akhe. Uma ngigula uyanginakekela. Ngiyalala ngesikhathi sasemini. Uma sekuyisikhathi sokuqala, ngiyamvusa. Ngiyamthanda umnikazi wami kakhulu. Uma ngiphethwe ikhanda uyazi ukuthi angangisiza kanjani.*

### **Inkawu:**

*Nginakekela umngane wami. Ekuseni, ngiyamvusa ukuze aye kogeza.*

### **Zikwe:**

*Umngane wami unginakekela ebusuku. Ungisiza ngen-gubo yami yokulala uma ngigodola. Ngiyamthanda futhi ngidlale naye ngesikhathi sasemini.*



## CHAPTER 2 • ISAHLUKO 2

**Reflections on Illness, TB and HIV Infection**  
**Ukubhekisisa ukwesuleleka ngezifo ezifana neTB neHIV**



Through their sock puppets, children talked about major illnesses for children, including tuberculosis (TB), HIV infection, cancer, epilepsy and cholera.

## Major Illnesses – Terms and Symptoms

The children said that TB and HIV were the “biggest illnesses” that children in South Africa face. They shared the names they knew and symptoms of these illnesses on the trunk of the Tree of Life.

### English for isiZulu HIV and AIDS terms:

- The virus
- Z3 – This implies that people who drive smart cars are careless about protection and have many sex partners.
- Three little words
- One who chops down
- That which strikes down people
- Something that destroys

### Symptoms of HIV and AIDS:

- Appetite loss
- Chest pains
- Difficulty in walking
- Dizzy spells
- Flu
- Headaches
- Loss of power
- Red eyes
- Sores
- Stomach pains
- Swollen feet
- Tiredness
- Weight loss

### Names for TB:

- Disease of the chest
- It takes time to be healed.
- MDR – Multi-drug-resistant TB

Ngokusizwa ngamaphaphethi angamasokisi, izingane zakhuluma ngezifo eziningi zezingane, ezihlanganisa i-TB, igciwane le-HIV, umdlavuzwa, isifo sokuwa kanye nekholera.

## Izifo Ezisemgoka – Izikhathi Kanye Nezimpawu

Izingane zathi i-TB neHIV yizona “eziyizifo ezinkulu” ezibhekene nezingane eNingizimu Afrika. Zakhuluma ngamagama eziwaziyo nezimpawu zezifo esiqwini sesi-Hlahla seMpilo.

### Amagama engculazi negciwane le-HIV:

- Ingculazi
- Z3 – lokhu kuchaza ukuthi abantu abashayela izimoto ezinhle babudedengu ngokuzivikela futhi bangabalingani abaningi abalala nabo.
- Amagama amathathu
- Ugawulayo
- Umashayabhuce
- Uyaluyalu

### Izimpawu zegciwane le-HIV nengculazi:

- Ukungakuthandi ukudla
- Izinhlungu esifubeni
- Ubunzima uma uhamba
- Ukuba nesiyezi
- Umkhuhlane
- Ukuphathwa yikhandla
- Ukuphelelwa amandla
- Amehlo abomvu
- Izilonde
- Ubuhlungu esiswini
- Ukuvuvukala kwezinyawo
- Ukukhathala
- Ukwehla emzimbeni

### Amagama e-TB:

- Isifo sofuba
- Ayisheshi ukulapheka
- i-MDR

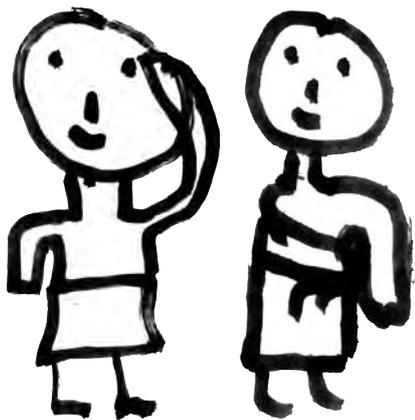
## Symptoms for TB:

- Always hungry
- Coughing
- Dislike food
- Low blood pressure
- Nausea
- Shortness of breath
- Sweating
- Tiredness
- Weight loss

Children pictured symptoms of illness in response to the theme: "Things that make me sad in the hospital":

*I'm always tired when I walk. My feet hurt. My chest is painful. (♂ 8y)*

*Ngihlala ngikhathele uma ngihamba. Izinyawo zami zibuhlungu. Isifuba sami sinezinhlungu. (♂ 8)*



*I have bad headaches. My chest hurts; my arms hurt. (♀ 10y)*

*Ngiphathwa yikhandi elibi. Isifuba sami sibuhlungu; izingalo zami zibuhlungu (♀ 10)*

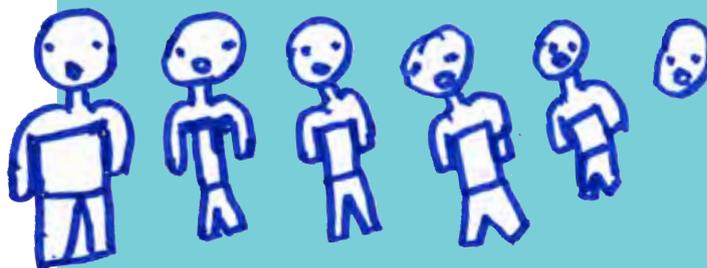
*I suffer from coughing all the time. (♀ 10y)*

*Ngiguliswa ukukhwehlela njalo. (♀ 10)*

## Izimpawu ze-TB:

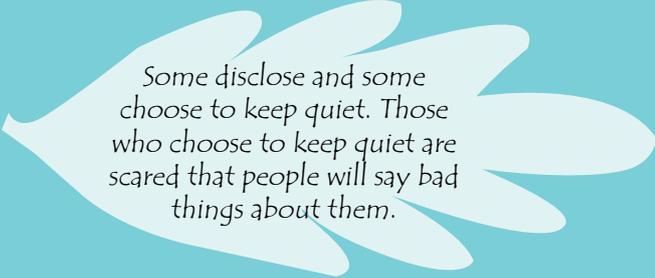
- Uhlala ulambile
- Ukukhwehlela
- Ukungakuthandi ukudla
- Ukuhamba kwegazi kancane
- Ukuba nenhliziyo encane
- Ukunqanyukelwa umoya
- Ukujuluka
- Ukukhathala
- Ukwehla emzimbeni

Izingane zafanekisa izimpawu zezifo ekuphenduleni indikimba: "izinto ezingenza ngiphatheke kabi esibhedlela".



## Children's Responses to Illness

The children were very concerned about the sadness brought by illnesses. Many children were already infected or sick with HIV and TB and they suffered from their symptoms, but in addition, they found prejudiced treatment hurtful. They wrote about their fear of revealing their illness on leaves on the Tree of Life so that people would learn not to be prejudiced.



*Some disclose and some choose to keep quiet. Those who choose to keep quiet are scared that people will say bad things about them.*

Many children lost friends and family members to AIDS. It made them very sad if a family member such as their mother was sick for a long time.

*HIV is the virus that cannot be cured. Many children with HIV are sad because their parents have passed away from AIDS. (♂ 9y)*

Children worried that not everyone realized that there could be serious consequences if illness was untreated.

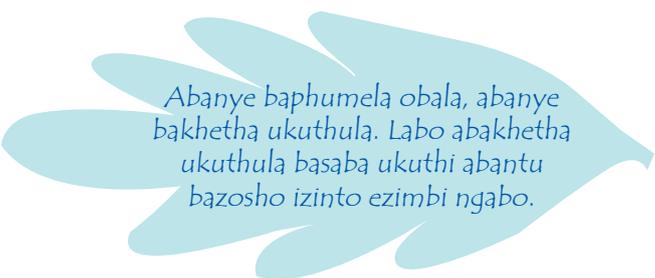
*It is important when you are sick that you should tell your parent to take you to the hospital because when you sit around at home you cannot be cured. (♂ 13y)*

*I swallow my pills but I know there are other children who don't. They throw them away. Now I want to tell them that they should take their pills as required so that their TB may be cured. (♂ 10y)*

They presented their ideas for enhancing the healing process on leaves of the Tree of Life, to speak to other children, family members and health professionals.

## Izimpendulo Zezingane Ngokugula

Izingane zazikhathazekile ngobuhlungu obabulethwa yizifo. Izingane Eziningi zase zivele sezithelelekile noma ziguliswa yigciwane le-HIV ne-TB futhi zasezinezimpawu zazo, ngaphezu kwalokho, kwakuziphatha kabi ukulashwa ngokubandlululwa. Zabhala ngezikwe-sabayo ngokuthi ziphumele obalo ngokugula kwazo emaqabungeni esiHlahla seMpilo ukuze abantu bafunde ukungabandlululi.



*Abanye baphumela obala, abanye bakhetha ukuthula. Labo abakhetha ukuthula basaba ukuthi abantu bazosho izinto ezimbi ngabo.*

Izingane eziningi zalahlekelwa abangane namalunga emndeni ngenxa yengculazi. Kuzenza ziphatheke kabi uma ilunga lomndeni njengomama seligule isikhathi eside.

*Igciwane leHIV alelapheki. Izingane eziningi ezine-gciwane le-HIV zikhathazekile ngoba abazali bazo se-bashona ngengculazi. (♂ 9)*

Izingane zikhathazwa ukuthi akubona bonke abantu abakuqondayo ukuthi kuzobakhona imiphumela enzima uma izifo zingalashwa.

*Kubalulekile ukuthi uma ugula utshele abazali bakho ukuze bakuyise esibhedlela ngoba uma uhlala ekhaya ngeke welapheke. (♂ 13)*

*Ngiyawagwinya amaphilisi ami kodwa ngiyazi ukuthi kukhona izingane ezingakwenzi. Ziyawalahla. Manje ngithanda ukuzitshela ukuthi kufanele ziwaathe amaphilisi azo njengoba kudingeka ukuze i-TB yazo yelapheka. (♂ 10)*

Zethula imibono yazo ngokukhulisa izinqubo zokwelashwa emaqabungeni esiHlahla seMpilo, ukukhuluma nezinye izingane, amalunga omndeni kanye nabasebenzi bezempilo.

In the following discussion, children used the voices of their puppets to convey their ideas about HIV disclosure and the stigmatization of children with TB and HIV infection:

**Inkawu:**

*It is important for our mothers to tell us what kinds of illnesses we have. They should tell us if the kind of virus that we have is HIV, the virus that cannot be cured. (Puppets all nod in agreement.)*

**Franklin:**

*It's better for parents to tell us when we are still young if we have HIV. You'll grow up knowing that you have the virus and you'll be able to help other children who have it as well.*

**Thabani:**

*Parents don't want to tell you if you have HIV. I wonder how to find out.*

**Franklin:**

*We were at home when my mother told me that she is HIV positive and I am positive as well. We were in the bedroom. I did not feel very well. I had no idea that I was HIV positive. I did not feel very worried. It was like a surprise. I felt sick and then I began to understand why. My tummy was sore. My mother took me to the clinic. I got medicine. Then I felt better.*

**Thabani:**

*I think we should stay with HIV positive people because we are supposed to care for them. We should play with them and give them nutritious meals.*

**Franklin:**

*That person should encourage you, so that you get better.*



*Parents don't want to tell you if you have HIV.*  
*Abazali abafuni ukukutshela uma unegciwane le-HIV.*

Kulengxoxo elandelayo, izingane zasebenzisa amazwi amaphaphethi ukudlulisa imibono ngokuphumela obala ngegciwane le-HIV kanye nokucwaswa kwezingane ezine-TB negciwane le-HIV

**Inkawu:**

*Kubalulekile komama bethu ukuthi basitshela ngezifo esinazo. Kufanele basitshela uma uhlobo lwegciwane esinalo kuyi-HIV, futhi uma lingeke lelapheke. (amaphaphethi wonke avumelana ngokunyakazisa amakhandi)*

**Franklin:**

*Kungcono abazali basitshela sisebancane uma sinegciwane le-HIV. Uzokhula wazi ukuthi unegciwane futhi uzokwazi nokusiza nezinye izingane ezinalo.*

**Thabani:**

*Abazali abafuni ukukutshela uma unegciwane le-HIV. Ngifisa ukwazi ukuthi ungathola kanjani.*

**Franklin:**

*Sasisekhaya ngesikhathi umama engitshela ukuthi unegciwane le-HIV nokuthi nami nginalo. Sasisekamelweni lokulala. Ngangingazizwa kahle emzimbeni. Ngangingazi ukuthi nganginegciwane le-HIV. Angikhathazekanga kakhulu. Kwangimangaza nje. Ngaqala ukugula kodwa ngaqonda ukuthi kwenziwa yini. . Isisu sami sasibuhlungu. Umama wangiya emtholampilo. Ngathola imithi. Ngase ngizizwa ngingcono.*

**Thabani:**

*Ngicabanga ukuthi kufanele sihlale nabantu abanegciwane le-HIV ngoba kufanele sibanakekele. Kufanele sidlale nabo futhi sibanike ukudla okunomsoco.*

**Franklin:**

*Lowomuntu kufanele akugququzele, ukuze ubengcono.*



**Zinhle:**

Children won't play with you if you've got HIV.

**Franklin:**

When children hear that I am HIV positive they look as if they will never play with me again but then after a day they start playing with me.

**Inkawu:**

Some people are scared if they know you have HIV. They get angry if you are close to them.

**Owami:**

We should play with them but we should be careful not to touch their blood because we might contract the disease.

**Moshe:**

You can play with them. There are many children with HIV.

**Franklin:**

I think it's a good idea. It makes children feel better about their illness and to forget that they have it. Children should play with those who are infected with HIV but they should be very careful not to touch their blood. Children don't tease me because of HIV. Boys don't really like me but girls do and they treat me very well.

**Moshe:**

When we have TB we shouldn't go outside. Other children will laugh at us. Some people are very scared of TB. I just want to tell them that TB can be cured. We should not be scared of people with TB because there's a lot of children in the hospital who are suffering from TB.

**Inkawu:**

I think we should play with them but we should not kiss them because we will get TB.

**Franklin:**

I think it is better for parents to tell their children when they are HIV positive so that children may know how to take care of their parents. My granny and my aunties are all kind to me about being HIV positive. They came to visit me in the hospital. But I love my mother and I miss her very much.

**Zinhle:**

Izingane ngeke zidlale nawe uma unegciwane le-HIV.

**Franklin:**

Ngesikhathi izingane zizwa ukuthi ngingeciwane le-HIV zabukeka sengathi ngeke ziphinde zidlale nami kodwa ngemuva kosuku olulodwa zaqala futhi ukudlala nami.

**Inkawu:**

Abanye abantu bayesaba uma bebona ukuthi unegciwane le-HIV. Bayadinwa uma usondela kubo.

**Owami:**

Kufanele sidlale nabo kodwa kufanele siqaphele ukuthi asilithinti igazi labo ngoba kungenzeka sithole isifo.

**Moshe:**

Ungadlala nabo. Ziningi izingane ezine-HIV.

**Franklin:**

Ngicabanga ukuthi umbono omuhle. Kwenza izingane zizizwe zingcono ngesifo sazo nokuthi zikhohlwe ukuthi zinaso. Izingane kufanele zidlale nalezo ezinegcwane le-HIV kodwa kufanele baqaphele ukuthi abalithinti igazi. Izingane azingideleli mina ngoba ngingeciwane le-HIV. Abafana abangithandisi kodwa amantombazane ayan-githanda futhi angiphatha kahle.

**Moshe:**

Uma sine-TB akufanele siyephandle. Ezinye izingane zizosihleka. Abanye abantu bayayisaba i-TB. Ngifuna ukubathela ukuthi i-TB ingelapheka. Akufanele sesabe abantu abane-TB ngoba ziningi izingane esibhedlela eziguliswa i-TB

**Inkawu:**

Ngicabanga ukuthi kufanele sidlale nabo kodwa akufanele sibaqabule ngoba sizothola i-TB.

**Franklin:**

Ngicabanga ukuthi kungcono ukuthi abazali bazitshela izingane zabo uma zinegcwane le-HIV khona izingane zizokwazi ukuthi zingabanakekela kanjani abazali bazo. Ugogo nobabekazi bami bonke bayangithanda ngokuthi ngingeciwane le-HIV. Bafikile bangivakashela esibhedlela. Kodwa ngiyamthanda umama wami futhi ngiyamkhumbula kakhulu.

# CHAPTER 3 • ISAHLUKO 3

## Best Practices for Children Izenzo eziphusile kubantwana



## Sense of Self

The children's discussions and artwork reflected a commitment to life and a faith in healing. They looked forward keenly to the time when they would return to familiar environments, routines and relationships.

*There is a tree at home with oranges. I climb up and eat them. (Mirror drawing ♂ 13y)*

A strong sense of self encourages resilience. In addition to affirming themselves through the mirror drawing, several children drew themselves as "the best person in my life."

*I drew myself because I love myself. (♀ 10y)*

*I love myself because of my life. It is beautiful. (♂ 6y)*

*I love myself and I am happy because many people love me. (♀ 8y)*

*Ngiyazithanda futhi ngiyajabula ngoba abantu abaningi bayangithanda. (♀ 8)*

They decided it was important for children to focus on their own well-being in order to heal.

*Think about yourself.*

*Stop doing things that are detrimental to your health.*

*Don't lose hope.*

## Ukuba Nguwe Qobo

Izingxoxo nobuciko bemidwebo yezingane zaveza ukuzinikela empilweni kanye nasekukholelweni ekwelashweni. Babheka isikhathi sokuthi babuyele ezindaweni abazejwayele, nokwenza izinto abazaziyo kanye nobudlelwano abanabo ngokukhulu ukuthokoza.

*Kukhona isihlahla samawolintshi ekhaya. Ngiyagibela ngiwaqde. (Imidwebo yezibuko ♂ 13)*

Ukuzethemba kukhuthaza ukuthi umuntu akwazi ukubhekana nalokho asedlule kukho. Ekunzeleni kwasebekuvumile ngemidwebo yezibuko, izingane eziningi zizidwebe "njengomuntu obalulekile empilweni yami".

*Ngizidwebe mina ngoba ngiyazithanda. (♀ 10)*

*Ngiyazithanda ngenxa yempilo yami. Yinhle. (♂ 6)*



Banquma ukuthi kubalulekile ukuthi izingane zigxile kuzona uqobo ukuze zelapheke.

*Zicabangele.*

*Yeka ukwenza izinto ezizolimaza impilo yakho.*

*Ungalilahli ithemba.*

## Ways to Heal Yourself

Children's ideas about how they could help the healing process were written on leaves for the Tree of Life.

### Attitudes to medical treatment

Children drew syringes and medication in profusion and some showed drips, transfusions and oxygen in response to "things I'm sad about in hospitals."

When they wrote on leaves for the Tree of Life, they agreed that a positive attitude and a commitment to medical treatment would help their healing. It was best to accept medication, injections, transfusions and other treatment although these were often unpleasant and painful.

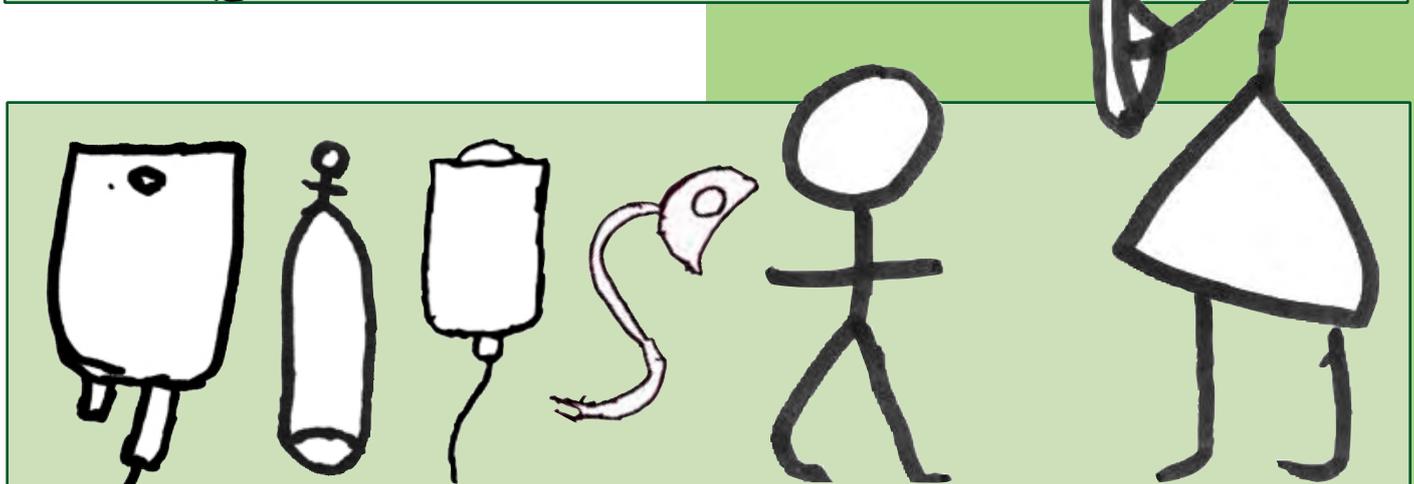
## Izindlela Zokuzelapha

Imibono yezingane ngokuthi zingasiza kanjani ukuthi zelapheke yabhalwa emaqabungeni esiHlahla seMpilo.

### Ukungayithandi imithi yokulashwa

Izingane zadweba kakhulu imijovo nemithi ezinye za-veza ukufakelwa kwamanzi emzimbeni (drip), igazi no-moya wokuphefumula (oxygen) emzimbeni, njengezinto ezingabaphathi kahle esibhedlela.

Ngesikhathi bebhala emaqabungeni esiHlahla seMpilo, bavumelana ukuthi ukwamukela isimo sokwelashwa ngezempilo kuzobasiza ekulaphekeni kwabo. Kwakukhule ukwamukela imithi, imijovo, ukufakelwa igazi kanye nokunye ukwelashwa nakuba isikhathi esiningi lezinto zingathandeki futhi zibuhlungu.



Acceptance.

Have injections, pills,  
medicines.

## Nutrition, exercise and nature

The children believed that good nutrition, exercise and having access to nature would be healing.

*Fruits are important to eat for the nutrients they give our bodies. This gets our blood pumping. (♀ 11y)*

You should exercise.

Go to the gym to get more  
exercise.

*The sun: I love it. Whenever I feel cold I go outside for the sun's warmth. (♀ 9y)*

## Play

Children considered indoor and outdoor play to be very important to become well, whether they played alone or with other children.

Play was:

- ◆ fun
- ◆ stimulating
- ◆ companionable
- ◆ a form of exercise
- ◆ a chance for independence to choose what to do
- ◆ time to forget about being ill or sad for a while.

Ukwamukela.

Thatha imijovo, amaphilisi  
nemithi.

## Ukudla okunomsoco, ukuzivocavoca nemvelo

Izingane zikholelwa ukuthi ukudla okunomsoco, ukuzivocavoca kanye nokuba nesikhathi nemvelo kungasiza ekwelaphekeni.

*Izithelo ziba lulekile ukuthi sizidle ngemisoco eziwunika imizimba yethu. Lokhu kwenza igazi lethu lihambe kahle. (♀ 11)*

Kufanele uzivocavoce.

Hamba uye ejimini ukuze  
uzivocavoce ngokwenele.

*Ilanga: Ngiyalithanda. Uma ngizizwa ngigodola ngiphumela phandle ukuze lingifudumeze. (♀ 9)*

## Imidlalo

Izingane zacabanga ukuthi imidlalo yasendlini nasemnyango ibaluleke kakhulu ekubeningcono, noma ngabe zadlala ngazodwa noma nezinye.

Imidlalo i:

- ◆ yajabulisa
- ◆ vuselela amandla
- ◆ nobungane
- ◆ yindlela yokuzivocavoca
- ◆ yithuba lokuzimela ukhethe ofuna ukukwenza
- ◆ yisikhathi sokukhohlwa ngokugula nokukhathazeka okwesikhashana

Children need to be taken away to play so they can forget.

Izingane zidinga ukuthathwa ziyodlala khona zizokhohlwa.

Things that make me excited at this hospital are the playing, meals, friends, our playing tree outside and myself playing in the yard. (♀ 10y)



Izikhathi ezingijabulisayo kulesibhedlela ukudlala, ukudla, abangane, isihlahla sethu sokudlala ngaphandle kanye nami ngidlala egcekeni. (♀ 10)

## Peer relationships and friendships

Children interacted with each other with vigour when they were not feverish and confined to bed. Hospital friendships and camaraderie gave children a sense of belonging, and although they occasionally quarrelled, genuine concern and care for each other appeared to prevail. Boys and girls were often gentle and kind to very small children when they appeared upset.

*My best person in hospital is W. He takes and keeps things for me. (♂ 13 y)*

Two six-year-old boys who showed gentle and caring concern for each other each portrayed the other as the best person in the hospital. Both boys passed away less than a year after the workshop.

*X is my best friend. He looks after me all the time. All over again, he helps me. (♂ 6y)*

*Y is my best friend. I play with him. If I do not know what to do then he guides me. (♂ 6y)*

## Ubudlelwane nobungane kolingana nabo

Izingane zazixhumana ngokukhululeka nezinye uma ngabe zazingazizwa zigula noma zitshelwe ukuthi azihlale embhedeni. Ubungane basesibhedlela kwazinika ukwamukeleka, nakuba zazibuye ziphikisane, kodwa ukukhathalelana nokunakekelana kwakubonakala. Abafana namantombazane babenakekela labo abancane uma bephatheke kabi.

*Umuntu obalulekile kimina lapha esibhedlela uW. Uthatha izinto zami angicinele zona. (♂ 13)*

Abafana ababili ababeneminyaka eyisithupha babenakekelana, badwebana njengabantu ababalulekile kubona esibhedlela. Bobabili bashona esikhathini esingaphansi konyaka ngemuva kwaloqeqesho.

*Umngani wami omkhulu uX. Uyangibheka njalo. Futhi uyangisiza. (♂ 6)*

*U-Y umngani wami omkhulu. Ngidlala naye. Uma ngingazi ekufanele ngikwenza uyangisiza. (♂ 6)*

Two ten-year-old boys had a more rough-and-tumble relationship:

*My best person in hospital is Z because we fight a lot and then make peace with each other and are friends. (♂ 10y)*



Abafana ababili abaneminyaka eyishumi bano-budlelwane obungebuhle:

*Umuntu obaluleke kakhulu kimina lapha esibhedlela uZ ngoba silwa njalo bese siyaxolelana sibe ngabangani. (♂ 10)*



*Me and my friend in hospital. (♂ 9y)*

*Mina nomngane wami esibhedlela. (♂ 9)*

Unlike the boys, none of the girls pictured a child when drawing “the best person in this hospital”. All their portrayals were of adults.

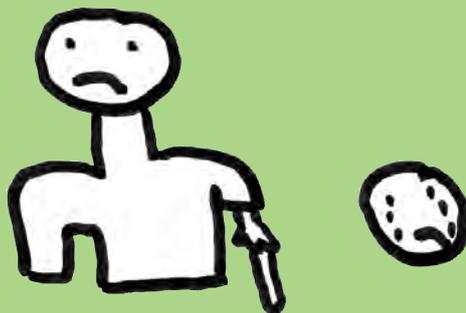
Children’s drawings of “things I’m sad about in hospital” revealed frustrations. They were upset by fights, periodic bullying, the thoughtlessness of friends, and the theft of their pocket money by other children.

Emantombazaneni ayikho eyadweba ingane, njeng-abafana “emuntwini obalulekile esibhedlela”. Bonke badweba abantu abadala.

Imidwebo yezingane ngezinto ezizikhathazayo yaveza ukukhathazeka. Baphathwa kabi ukulwa, ukudelelana okuqhubekayo, abangane abangabacabangeli, kanye nokuntshontshwa kwemali yabo ezinye izingane.

*My friend is very stingy. I share but he does not. Sometimes I feel upset. (♂ 10y)*

*Umngane wami uyancishana. Mina ngiyamnika kodwa yena cha. Ngesinye isikhathi kungiphatha kabi. (♂ 10)*



*Boys are hitting me. I don't like that. (♀ 10y & ♀ 11y)*

*Abafana bayasishaya. Asikuthandi lokho. (♀ 10 & ♀ 11)*

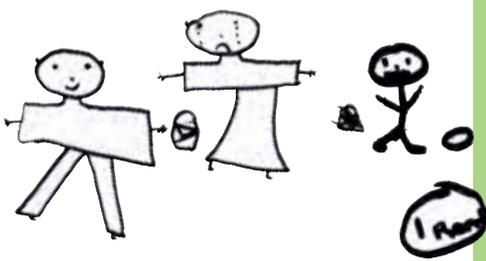
One of the boys threatened to tie me up with a rope. It makes me sad when I think about it. (♂ 10y)

Omunye wabafana wangisabisa ngokuthi uzongibopha ngentambo. Kungiphatha kabi uma ngikucabanga. (♂ 10)



Someone sprays me with water at night. This upsets me a lot. (♂ 10y)  
Kukhona ongithela ngamanzi ebusuku. Lokhu kungiphatha kabi kakhulu. (♂ 10)

Someone stole my money and I cried. (♂ 10 & many children)



Kukhona owantshontsha imali yami futhi ngakhala. (♂ 10, nezinye izingane)

I am sad if friends have got money and eat their favourite foods and I have none. I do not get pocket money ever. (♀ 10y)

Children agreed that hospitals would be safer places for children if they did not fight with each other:

Children should not fight in hospital. They should take care of each other. When playing, they should not push each other around. (♀ 10y)

**Recreational outings**

The children felt a need to escape from hospital periodically for mental and social stimulation, but only a few were well enough to go on short, supervised excursions or occasional weekend visits home.

Kungiphatha kabi uma abangane benemali futhi bedla ukudla abakuthandayo mina ngingenayo. Angikaze ngibe nemali. (♀ 10)

Izingane zavumelana ukuthi izibhedlela zingaba yindawo ephophile yezingane uma zazingalwi zodwa.

Izingane akufanele zilwe ezibhedlela. Kufanele zinakekelane. Uma zidlala akufanele zidlalisane kabi. (♀ 10)

**Ukuvuseleleka Ngokuvakasha**

Izingane zabona isidingo sokuthi zivakashe ngezikhathi ezithile ukuphumuza ingqondo nokuba nabanye abantu kodwa bambalwa ababephile kahle ukuthi bangakwazi ukuthatha ikhefu nabantu abadala noma bavakashele emakhaya ngezimpelasonto.

Visit other places, like the beach.

Going to the beach will not be good for us because we suffer from coughing but how about going to UShaka Marine World? (♀ 11y) (All children agreed.)

They enjoyed the feeling that on supervised excursions there was nothing to distinguish them as different from other children.

### Personal belongings

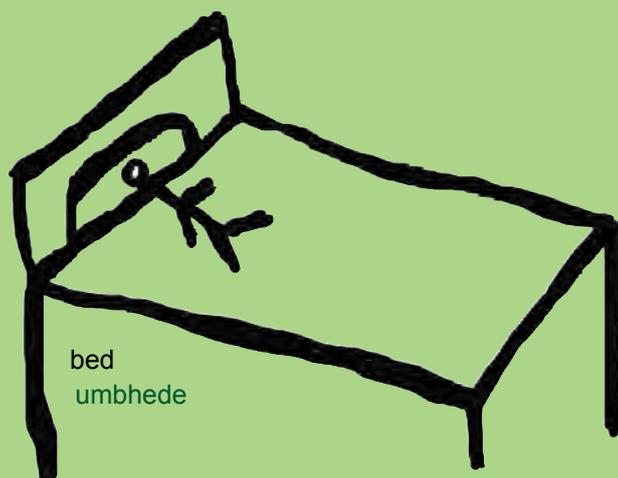
Children were keen to have more access to their own personal items for a sense of comfort and belonging.

*We like to have our own blanket. (Group)*

*We wish to have posters of our soccer stars over our beds. (Group)*

*We would like to have our own drawing things so we can draw whenever we like. (Group)*

Our things in hospital:



bed  
umbhede



teacup  
inkomishi

Ukuvakashela ezinye izindawo,  
njengasolwandle.

Ukuvakashela olwandle ngeke kusilungela ngoba siguliswa ukukhwehlela kodwa kungabanjani ukuya e-UShaka Marine World? (♀ 11) (Zavumelana zonke izingane)

Bakujabulela ukuthi ekuthatheni ikhefu nabantu abadalala akukho okuyobenza behluke kwezinye izingane.

### Okuqondene nawe

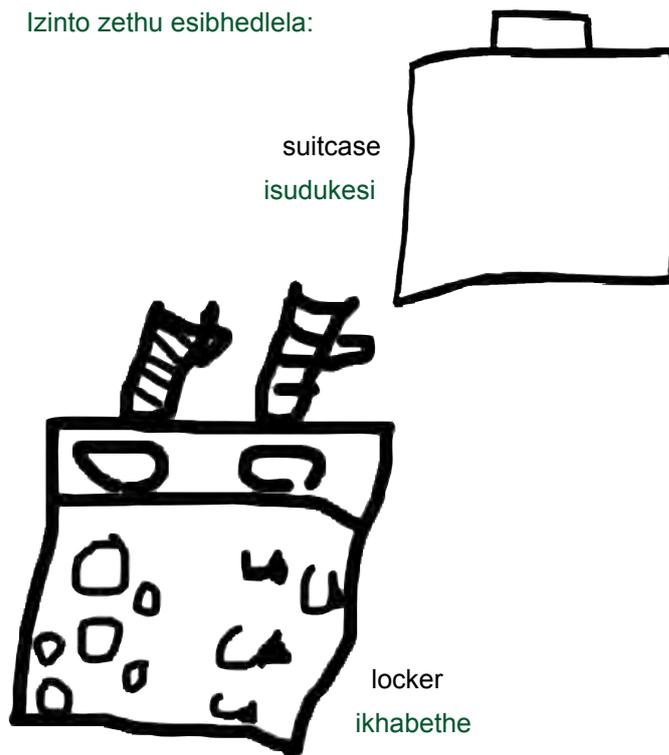
Izingane zingakuthanda ukuthi zikwazi ukuba nezinto zazo ukuze zikwazi ukukhululeka nokwamukeleka.

*Sithanda ukuba nezingubo zethu zokulala. (Ithimba)*

*Sifisa ukuba nezithombe ezinkulu zabadlali bebholi esibhanda ngasemibhedeni yethu. (Ithimba)*

*Singathanda ukuthi sibe nezinto zethu zokuqweba ukuze sidwebe noma yingasiphi isikhathi uma sithanda. (Ithimba)*

Izinto zethu esibhedlela:



suitcase  
isudukesi

locker  
ikhabethe

# CHAPTER 4 • ISAHLUKO 4

## **Best Practices for Families Izenzo eziphusile zemindeni kubantwana**



Although some of the children in the workshop had been away from home for such a long time that they found it hard to recall details of their homes, all of the children were keen to maintain a sense of belonging in their families. They suggested how their families could help them, and they expressed a sense of connection through their artwork.

## Strengthening Family Links While in Hospital

Among the stressors that children pasted on the trunk of the Tree of Life, they wrote:

- *They miss me at home*
- *I feel very sad when I think about home because I can't visit them*

They were anxious not to be forgotten and they waited from day to day for family visits.

*It is important that your parent should come and check up on you in hospital, to take care of you. (♂ 13y)*

*My younger brother is the best person in my life because he always comes to visit and play with me. (♂ 10y)*

They were deeply sad, then despondent or angry at continued silence, which they read as a lack of remembrance and caring. On leaves on the Tree of Life and on their fabric painting, they presented ideas as to how family connections could be fostered.

*Eat christmas at home.*

*Receive letters for us to feel better.*

*Receive cards.*

Nakuba ezinye zezingane kuloluqeqesho sezinesikhathi eside zingekho emakhaya lokhu kuzenza zingasakukhumbuli kahle okunye, zonke izingane zingakuthokozela ukuthi zibe yingxenywe yemindeneni yazo. Zaphakamisa ukuthi imindeneni yazo ingazisiza kanjani, futhi zaveza ukuxhumana ngobuciko bemidwebo yazo.

## Inkumbulo Yasekhaya

Phakathi kwezincindezi izingane ezazinamathisela esiqwini sesiHlahla seMpilo, zabhala:

- *Bayangikhumbula ekhaya*
- *Uma ngikhumbula ekhaya ngiphatheka kabi ngoba angikwazi ukubavakashela*

Zazingathandi ukuthi zilibaleke futhi zazilinda usuku nosuku ukuvakashelwa ngabasekhaya.

*Kubalulekile ukuthi abazali bakho beze esibhedlela ukuzokubheka nokukunakekela. (♂ 13)*

*Umfowethu omncane ubaluleke kakhulu empilweni yami ngoba uyangivakashela azodlala nami. (♂ 10)*

Zaphatheka kabi kakhulu, zazidangele, noma zidinwa ngukuthula okwakuqhubeka lokhu zakufunda njengokwehla kokukhumbuleka nokunakekelwa. Emaqabungeni esiHlahla seMpilo nemidwebo yendwangu, zaveza imibono yokuthi ukuxhumana nemindeneni kungagcinwa kanjani.

*Sidlele ukhisimusi ekhaya.*

*Sithole izincwadi ezizosenza sizizwe singcono.*

*Sithole amakhadi.*

Receive gifts.

Call us on the hospital phones. (♀ 10y)

Many children drew hospital visits from loving family members in response to the drawing theme: "The happiest day in my life".



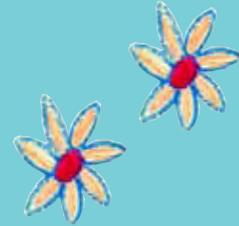
I was so happy the day my grandmother came to visit me. (♀ 8y)  
Ngajabula kakhulu ngosuku ugogo wami ayengivakashela ngalo. (♀ 8)



Sithole nezipho.

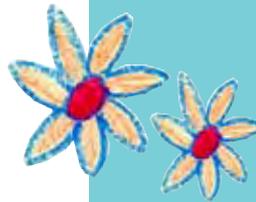
Nisishayele ucingo esibhedlela. (♀ 10)

Izingane eziningi zadweba izikhathi zokuvakashelwa amalunga emindeni ebathandayo njengempendulo emidwebeni: "Yosuku engilujabulelayo empilweni yami".



My father came to visit me at the hospital for the first time. (♂ 13y)

Ubaba wami ufike okokuqala ukuzongivakashela esibhedlela. (♂ 13)



My locker is always empty but when mom came it got full of goodies. (♂ 10y)

## Memories of Home

Through their art, children kept memories of home alive. For some, workshop colours stimulated memories:

*Green reminds me of the farm, the slaughtering of the goats, looking after the cattle and goats, swimming; unlike here. (♂ 10y)*

The children's collages showed how the memory of everyday nurturing environments and family relationships pervaded their thoughts:

*I chose the car because we normally use a car, my father's, when we go to town. This mother and child are looking after each other. They resemble the relationship with my mother; my mother looked after me. K.F.C., Kentucky Fried Chicken: I love it. My father brings it home. There is a bed like this at home. (♀ 10y)*



Themes of personal caring, protection and nurturance infused the children's umoya letters and drawings of "the best person in my life".

*My father passed on. I saw how they buried him. They put him in a coffin, prayed for him in the coffin, put him in a graveyard. I was so sad because I loved my father; he used to take me around. My grandmother gave me his photo. He was still young in the photo. I usually want to look at my father's photo but at home they refuse. They say I will dirty his photo. I wish I could have it with me. (♂ 13y)* This young teen passed away 3 months after the workshop.

*Ikhabethe lami lihlale lingenalutho kodwa uma umama efikile ligcwala izinto ezimnandi. (♂ 10)*

## Engikukhumbula Yasekhaya

Ngosizo lwemidwebo yazo, izingane ziyakwazi ukugcina ezikukhumbula ekhaya nazo. Kwabanye, imibala yakugqamisa lokhu:

*Umbala oluhlaza okotshani ungikhumbuzisa emapulazini, ukuhlinzwa kwezimbuzi, ukulusa izinkomo nezimbuzi, ukubhukuda: hhayi njengalapha. (♂ 10)*

Imidwebo yazo yokuveza ububona yayikhombisa ukuthi abakukhumbulayo ngempilo enhle yansuku zonke ngezindawo nobudlelwano nemindeneni yabo kwakuhlale kusemicabangweni yabo:

*Ngikhethe imoto ngoba isikhatshi esiningi sisebenzisa ekababa uma siya edolobheni. Lomama nengane bayanakekelana. Bamele ubudlelwane bami nomama; umama wami wayenginakekela. I-Kentucky Fried Chicken (KFC), ngiyayithanda. Ubaba wami uyayithenga. Kunombhede onjengalona ekhaya. (♀ 10)*

Izindikimba zokunakekelwa, ukuvikeleka kanye nokuthandwa kwavela ezincwadini zomoya kanye nemi-dwebo "yomuntu obalulekile empilweni yami."

*Ubaba sewashona. Ngabona ukuthi bamngcwaba kanjani. Bamfaka ebhokisini, bamthandazela, base bemfaka ethuneni. Ngangiphatheke kabi ngoba ngangimthanda ubaba; wayejwayele ukungidlalisa ngokungizungelezisa. Ugogo wanginika isithombe sakhe. Wayesemncane esithombeni. Ngiyathanda ukuhlala ngisibheka isithombe sikababa kodwa ekhaya abafuni. Bathi ngizosingcolisa. Ngifisa ukuthi ngabe nginaso lapha. (♂ 13)* Lomfanyana washona ngemuva kwezinyanga eziwu 3 zaloluqeqesho.

My sister is the very best person. She makes lunch for me. She dresses me. She helps me to take my pills in the morning. (♀ 7y)

Udadewethu ubalulekile. Ungenzela ukudla. Uyangigqokisa. Uyangisiza ukuthi ngiphuze amaphilisi ami ekuseni. (♀ 7)

My best person is my father. I love him because I was born by him. He buys me clothes and food. He does everything for me. My mother passed away in 2001. She used to complain of stomach aches. (♀ 11y)

Umuntu obalulekile ubaba. Ngiyamthanda ngoba uyangizala. Ungithengela ukudla nezingubo. Ungenzela yonke into. Umama washona ngo 2001. Wayejwayela ukukhala ngezinhlungu esiswini. (♀ 11)



I love my mom because she buys food and school uniforms for me. She visits me in hospital. She loves me. (♂ 10y)

Ngiyamthanda umama wami ngoba ungithengela izingubo zesikole kanye nokudla. Uyangivakashela esibhedlela. Ngiyamthanda. (♂ 10)

My aunt is the very best. She provides me with everything I need, like food. (♀ 7y)

U-anti ubaluleke kakhulu. Unginikeza yonke into engiyidingayo, njengokudla. (♀ 7)



## Home Stressors

Although they longed for home, children remembered stressful situations that troubled them there. They pasted these on the trunk of the Tree of Life to make adults more aware of problems that children cope with daily:

- When your parent has passed on
- Death through car accidents
- Losing family members through death
- To see family members getting sick
- When your parent is sick
- To be beaten
- Being shouted at all the time
- No electricity at home
- Sleeping on the floor
- Being hungry
- No shoes
- To walk barefoot on long distances
- Something so sad i can't talk about it
- Violence
- Stabbing of people
- Shootings

Many of the children or their friends had lost parents. On healing leaves, they recommended what they needed to help them heal from their loss:

We need psychological treatment after that, just like here at the hospital.

Show love to the sad or bereaved child.

Give me money so that I can put it in my father's coffin.

## Izingcindezi Zasekhaya

Nakuba bekukhumbula ekhaya, izingane ziyazikhumbula izimo eziyingcindezi ezazibahlupha khona. Lokhu bakunamathisela esiqwini sesiHlahla seMpilo ukuze abantu abadala bakwazi ukubona izinkinga izingane ekufanele ziphile nazonsuku zonke:

- Uma umzali wakho eseshonile
- Ukufa ngengozi yemoto
- Ukulahlekelwa amalunga omndeni ngokufa
- Ukubona amalunga omndeni egula
- Uma umzali wakho egula
- Ukushawa, ukuthethiswa ngaso sonke isikhathi
- Ukungabikho kukagesi ekhaya
- Ukulala phansi
- Ukulamba
- Ukungabi nezicathulo
- Ukuhamba ngezinyawo ibanga elide
- Ukungakwazi ukukhuluma ngento engiphatha kabi
- Udlame
- Ukugawazwa kwabantu
- Ukudubulana

Izingane eziningi noma abangane bazo azisenabo abazali. Emaqabungeni okuphila, zaphakamisa ezikudingayo ukuthi kuzisize ekulaphekeni kokulahlekelwa kwazo:

Sidinga ukulashwa ngokwengqondo ngemuva kwakho, njengalapha esibhedlela.

Ukukhombisa uthando enganeni ekhathazekile nelahlekelwe.

Ninginikeze imali ukuze ngiyifake ebhokisini likababa.

Help us to make a cultural ritual  
[for bereavement] for me.

[Be consoling], like my friend,  
she lost her mother: I com-  
forted her, gave presents, nice  
things.

To ease children's privation when parents passed away,  
children urged that:

Elders should help children with  
deceased parents to get grants  
for orphans.

Social workers should help  
orphaned children to receive  
grant money.

## Healthcare at Home

Children wanted to know their diagnoses and details of their treatment. They tried not to be a burden when they were at home, as they understood that their families faced economic and time constraints, but sometimes they worried because it was not possible for adults to take them for their hospital check-ups. They were very concerned that their medications should be taken correctly and at the right time. Some adults apparently did not make arrangements for this when their working hours kept them away from home from early until late, and children had no power to insist that adults should attend to these matters.

Nisisize senze umsebenzi wesiko  
lokushona kwami.

(Ukududuza) njengomngane wami,  
walahlekelwa umama wakhe: ngam-  
duduza, ngamnika izipho, nezinto  
ezimnandi.

Ukusiza ukuswela kwezingane uma abazali sebe-  
shonile, izingane zaphakamisa ukuthi:

Abantu abadala kufanele basize  
izingane ezishonelwe abazali  
bazo ukuthi zithola izimali  
zesibonelelo sezintandane.

Abezehlalakahle kufanele  
basize izingane ukuthola  
imali yesibonelelo.

## Ezempilo Ekhaya

Izingane zafuna ukwazi ngezifo zazo kanye nemini-  
ngwane yokwelashwa kwazo. Zizama ukuthi zingabi  
umthwalo uma zisekhaya njengoba zaziqonda ukuthi  
imindeni yazo ibhekene nezimo ezinzima zezimali ne-  
sikhathi abanaso kodwa futhi kwakuzikhathaza ngesinye  
isikhathi ngoba kwakungelula kubantu abadala ukuthi  
bazilethe esibhedlela ukuze zihlolwe. Zazikhathazwa  
ukuthi imithi yazo kwakufanele ithathwe ngendlela nan-  
gesikhathi esifanele. Abanye abantu abadala abakulun-  
giseleli lokhu uma bezosebenza amahora amade azo-  
benza bangabi sekhaya kusukela ekuseni kuze kube  
ntambama futhi izingane azinawo amandla okufuna  
ukuthi abantu abadala bakwenze lokhu.

They discussed these issues through their puppets and pasted recommendations for adults as leaves on the Tree of Life.

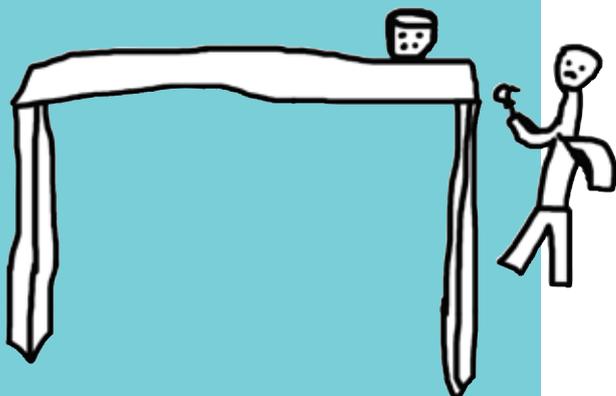
When you are sick you should tell your parent so that they can take you to hospital. If you stay at home you won't be cured. (♂ 13y)

It is important for our mothers to tell us what kinds of illnesses we have, like being HIV positive. (♂ 9y)

Parents should take care for us, for our medication: how much and when it must be taken.

If I take my pills myself, my parent should check that I am taking them in the right way.

Parents should remind sick children to take their pills and not put them under the bed.



Baxoxa ngalezinto ngamaphaphethi abo base benamathisela iziphakamiso zabo kubantu abadala njen-gamaqabunga esiHlahleni seMpilo.

Uma ugula kufanele utshele abazali bakho khona bezokuyisa esibhedlela. Uma uhlala ekhaya ngeke welapheke. (♂ 13)

Kubalulekile komama bethu ukuthi basitshela ngohlobo lwezifo esinazo, njengokuba negciwane le-HIV. (♂ 9)

Abazali kufanele basinakekele, ngemithi yethu: kuthathwa on-gakanani nangasiphi isikhathi.

Uma ngiziphuzisa amaphilisi umzali wami kufanele abheke ukuthi ngiwaphuza ngendlela yini.

Abazali kufanele bazikhumbuze izingane ezigulayo ukuthi zithathe amaphilisi bangawafaki ngaphansi kombhede.

Me taking pills. (♂ 9y)

Mina ngiphuza amaphilisi. (♂ 9)

# CHAPTER 5 • ISAHLUKO 5

**Best Practices for Health Professionals  
Izenzo eziphusile zabasebenzi bezempilo**



In hospital, children are cut off from their normal daily lives. Hospital rules are very different from those in their own homes. They rely on doctors and nurses to understand how they feel and to help them to cope with unpleasant and painful medical treatments. These staff must also see that children have a supportive and emotionally sustaining environment that will promote their growth and well-being.

## Faith in Doctors

The children placed great faith in their doctors. They were passionate in their praise of their ward doctor at King George V Hospital because she treated them, cared that they should be well, and guided them in ways to look after themselves.

The children were determined to return to their lives in the world and relied on their doctors to help them to do that.

Doctors love you and give you treatment.

Dr B loves me. She gives me pills. (♂ 10y)

This is my doctor. I love her because she gives me treatment. She is kind and caring and she loves us. (♂ 10y)



Esibhedlela izingane ziyahlukana nezimpilo zazo ezejwayelekile. Imithetho yesibhedlela ihluke kakhulu kunaleyo yasekhaya. Zithembele kodokotela nabahlengi-kazi ukuthi baqonde ngokuphatheka kwazo, ukumelana nalokho ezingakuthandi kanye nobuhlungu bokwelashwa kwazo. Labasebenzi kufanele babheke ukuthi izingane ziyakuthola yini ukwesekwa okuqhubekayo komphfumulo nangendawo ezikuyo okuzothukisa ukukhula kanye nobungcono bazo.

## Ithemba Kodokotela

Izingane zabeka elikhulu ithemba kodokotela. Zakhombisa olukhulu uthando ngokubonga udokotela wegumbi lazo eKing George V Hospital ngoba uyazelapha, azinakekele ukuze ziphile nokuthi azibonise ngezindlela zokuzinakekela.

Izingane zazizimisele ngokubuyela ezimpilweni zazo ezejwayelekile futhi zithembele kodokotela bazo eku-theni ziphile.

Udokotela bayakuthanda futhi bayakwelapha.

Udokotela B uyangithanda. Unginika amaphilisi. (♂ 10)

Udokotela wami lona. Ngiyamthanda ngoba uyangelapha. Unothando, uyanekekela futhi uyangithanda. (♂ 10)

## Reliance on Nurses

The children also praised ward matrons whom they grew to love and rely on.

*Sister Y loves us. She cares for us. She helps us with everything. (♂ 9y)*



## Ukuthembela Kubahlengikazi

Izingane zancoma kakhulu abaphathi bamagumbi azo esezifunde ukubathanda nokubethemba.

*Usista Y uyasithanda. Uyasinakekela. Usisiza ngayo-oyonke into. (♂ 9)*

In many South African health centres, it has become customary for children to call nurses “aunties”. In certain South African cultures, children’s real aunts are also designated as mothers, senior or junior to their own mothers. Calling nurses “aunties” removes some of the formality in the nursing relationship and introduces relationships of reciprocal caring and obligation between nurses and children.

Many children showed their appreciation for nurses who were considerate and kind by portraying them as “the best person in the hospital”. They also showed loving nurses on their fabric painting. They felt more comfortable, secure and cared for when these people were present.

*The aunties love you and do everything for you. They understand if you are lonely and sad. (Group)*

**The best aunty/nurse ...**

*buys me chicken feet [“run-aways”] and chips, my favourite food.*

*buys me my favourite food from the take-away.*

*does everything for me.*

*gives me injections.*

*gives me my medication.*

*helps me take a bath in the mornings.*

*helps us when we cough at night.*

*intervenes for us when we’re beaten.*

Ezikhungweni eziningi zezempilo, sekufana nesiko ukuthi izingane zibize abahlengikazi o-anti. Amasiko athize eNingizimu Afrika, obabekazi bangempela bezingane bafaniswa nomama, angaba omdala noma omncane kunomama bezingane. Ukubiza abahlengikazi ngobabekazi kususa ukungakhululeki ebudlelwaneni nasekwazaneni zinhlangothi zombili ekwakheni ubudlelwano obudinga ukunakekelana phakathi kwabo.

Izingane zakhombisa ukubonga kubahlengikazi ababezicabangela futhi bezinaka ngokubaveza “njengabantu ababalulekile esibhedlela”. Zaphinde zakhombisa uthando lwabahlengikazi emidwebeni yazo yendwangu. Zazizwa zinezhezekile, ziphephile futhi zinakekelwe uma lababantu bekhona.

*O-anti bayakuthanda futhi bakwenzela yonke into. Bayakubona uma unesizungu futhi ukhathazekile. (Ithimba)*

**U-anti noma umhlengikazi obalulekile...**

*ungithengela amanqina [“ukuhamba kwayo”] enkukhu namashibusi, ukudla engikuthandayo.*

*ungithengela ukudla engikuthandayo esipaza.*

*ungenzela yonke into*

*uyangijova*

*unginika imithi*

*uyangisiza uma ngigeza ekuseni*

*uyasisiza uma sikhwehlela ebusuku*

*uyangenelela uma sishawa*

loves and cares for us.  
 phones home for me.  
 sometimes allows me to go to the store with her.  
 takes and fetches us from school.  
 treats us with care and she gives us food.



## Status of Children as Patients

Children felt powerless to resist calls to do chores that they felt were unreasonable or to address maltreatment.

### Chores

Some hospitals assign chores to children who are reasonably well. The children usually accepted these assignments as a way to help nurses in their work, in the same way that they take on chores to help their mothers and other family members at home.

*In hospital we should wash our underwears. In our classroom we should pick up papers and scrape the paint we spilt off the floor. (♂ 13y)*

They feel frustrated by calls on them which they find unreasonable. Different hospitals ask them to do different things, so they say that they cannot be sure what they will be expected to do.

*I'm sad about having to go and empty the rubbish bin so much, against my will. (Many children)*

uyasithanda futhi asinakekele  
 ushayela ucingo ekhaya uma ngimcela  
 ngesinye isikhathi uyangivumela ukuthi ngihambe  
 naye ngiye esitolo  
 usihambisa abuye asilande esikoleni  
 usiphatha kahle asinike nokudla



## ukuphathwa Kwezingane Njengeziguli

Izingane zizizwa zingenawo amandla okunqaba ukuthi zenze imisebenzi ezicabanga ukuthi aziyithandi futhi iyazihlukumeza.

### Imisebenzi

Ezinye izibhedlela zabela izingane esezingcono kunesinye imisebenzi. Izingane ziyayamukela lemisebenzi njengendlela yokuthi zisize abahlengikazi emisebenzini yabo, ngendlela efanayo uma zisiza omama bazo kanye namanye amalunga emndeni ekhaya.

*Esibhedlela kufanele siziwashale izingubo zethu zangaphansi. Ekilasini kufanele sicoshe amaphepha bese sikhuhle upende esiwuchithe phansi. (♂ 13)*

Aziphatheki kahle uma zibizelwa into engekho. Izibhedlela ezahlukene zifuna zenze izinto ezehlukene, zithi zisuke zingazi ukuthi yini ekufanele ziyilindele.

*Angiphatheki kahle uma kufanele ngiyochitha udoti njalo ngibe ngingathandi. (Izingane eziningi)*

Three children enacted a play about chores through their puppets, with the participation of one of the facilitators. The other children were an enthusiastic audience.

**Facilitator:** M

**Puppets:** Nogwaja (♂ 13y) , Zikwe (♂ 10y) , Zinhle (♀ 10y)

**M:**

*The children have agreed that aunties work very hard. Should children do something to help nurses with their work?*

**Zikwe:**

*After eating, we should wash our own plates.*

**Nogwaja:**

*Help them by making the bed after you wake up.*

**Zinhle:** *We should empty our own urine bowls in the mornings. Then we should wash them and put them away where they belong.*

**M:**

*Children should make their beds, wash their own dishes and empty and wash their own urine bowls and put them away? Do you agree that this is how children should help nurses?*

All puppets and many children agree, noisily.

**M:**

*Thank you. Goodbye.*

**All:**

*Goodbye.*



Izingane zenza umdlalo ngamaphaphethi azo oveza imisebenzi. Zazisebenzisana nomunye wabaqeqeshi. Ezinye izingane zaziyizibukeli ezazithakasile.

**Umqeqeshi:** M

**Amaphaphethi:** UNogwaja (♂ 13), uZikwe (♂ 10) noZinhle (♀ 10)

**M:**

*Izingane zivumelene ngokuthi obabekazi basebenza kanzima. Kufanele yini izingane zenze okuthile ukusiza abahlengikazi emisebenzini yabo?*

**Zikwe:**

*Ngemuva kokudla kufanele sigeze izitsha zethu.*

**Nogwaja:**

*Singabasiza ngokwendlala imibhede yethu uma sesivukile*

**Zinhle:**

*Kufanele sichithe izitsha zethu zomchamo ekuseni. Bese siyazigeza sizebeke lapho ezihlala khona.*

**M:**

*Izingane kufanele zindlele imibhede yazo, bese zigeza izitsha zazo zokudla nezomchamo zizibeke lapho zihlala khona? Niyavumelana ukuthi yilezindlele izingane eku-fanele zisize ngayo abahlengikazi?*

*Wonke amaphaphethi nezingane zabanga umsindo wokuvumelana.*

**M:**

*Siyabonga. Nisale kahle*

**Bonke:**

*Hamba kahle*

## Neglect

Children worry when they come across an aunty who does not give them their medicines at the right times. Some children must have ARVs for HIV infection as well as TB medication. They noted this on leaves on the Tree of Life:

They should be given appropriate food as well as their pills, following all directions.

Remind the aunts about our medication.

Children frequently felt deserted and helpless in hospitals at night and when they were showering.

One night I was very, very sick. I called for the aunty to help me. O saw that nobody came. He got out of bed to look for the aunty. He found her sleeping in a chair. He patted her hand until she woke up. (♂ 6y; his friend, O, is also 6)

I am scared if I wake up at night. I have bad dreams when I sleep. (♀ 11y)

The shower was so hot it made me cry. (♀ 11y)

## Abuse



## Ukunganaki

Izingane ziyakhathazeka uma ziqondana no-anti on-gazinikezi imithi yazo ngesikhathi esifanele. Ezinye izingane kufanele zithathe imishanguzo yegciwane le-HIV (ARV's) kanye nemithi ye-TB. Zakubhala lokhu emaqabungeni esiHlahla seMpilo:

Kufanele banikezwe ukuqala okufanele kanye namaphilisi kulandelwe imigomo yakhona..

Sikhumbuze o-anti ngemithi yethu.

Izingane zizizwa zilahlwe futhi zingalutholi usizo esibhedlela ngezikhathi zasebusuku noma ngezikhathi zokugeza.

Ngobunye ubusuku ngangigula kakhulu. Ngabiza u-anti ukuze angisize. U-O wabona kungaqhamuki muntu. Wasuka embhedeni ukuyobhela ubabekazi. Wamthola elele esihlalweni. Wamthinta esandleni waze waphaphama. (♂ 6y, umngane wakhe u-O naye onemi-nyaka ewu 6)

Ngiyesaba uma ngiphaphama ebusuku. Ngibanamaphupho amabi uma ngilele. (♀ 11)

Isisefo sokugeza (i-shower) sasishisa kakhulu sangikhala. (♀ 11)

## Ukuhlukunyezwa



Aunts are shouting at me, hitting me, kicking me, pinching me. (♀ 10y)

I am scared when an aunty slaps my face in the hospital. I am scared when an aunty shouts at me. It's wrong. (♂ 9y)

Sometimes the nurse won't give me my cellphone to call my mom. I was told to go and wash my dish at the toilet by the aunty because she said I mess up the place. I bought sweets and the aunties took them and crushed them. Later they gave them back to me to eat. The aunty wanted to hit me with a spoon when I asked for some more food. (♂ 10y)

Aunties used to hit me at night if I fight with X. (♀ 9y)

Some aunties complain that they don't want to push us in the wheelchair. It makes me feel bad. (♀ 10y, who cried after sharing this)

O-anti bayangithethisa, bayangishaya, bangikhahlele, bangincinze. (♀ 10)

Ngiyesaba uma u-anti engishaya ngempama esibhedlela. Ngiyesaba uma futhi engithethisa. Akufuneki. (♂ 9)

Ngesinye isikhathi umhlengikazi akafuni ukunginika umakhalekhukhwini wami uma ngifuna ukushayela umama ucingo. U-anti wangitshela ukuthi angihambe ngiyogeza isitsha sami endlini encane ngoba wathi ngangingcolisile. Ngathenga oswidi, o-anti bangiphuca babaqhephula. Sekudlule isikhathi bawubuyisela kimi. U-anti wafuna ukungishaya ngokhezo lokuphaka ngesikhathi ngicela okunye ukudla. (♂ 10)

O-anti babejwayele ukungishaya ebusuku uma ngilwa no X. (♀ 10)

Abanye o-anti bayakhalaza ukuthi abafuni ukusiqhuba ngezihlalo zethu ezinamasondo. Lokhu kungiphatha kabi. (♀ 10, yakhala ngemuva kokuxoxa lenqaba)



# CHAPTER 6 • ISAHLUKO 6

## **Best Hospitals for Children Izibhedlela ezingathandwa yizingane**



Children identified a range of elements that they felt were important in hospital services. Many gave examples for good hospitals from King George V Hospital in Durban where the arts workshop was held:

*I don't have anything that worries me about me being in this hospital. I get all the things to eat that I get at home, here. (♂ 9y)*

*I love the bed, chairs and play in King George. I love everything here in this hospital. (♂ 6y)*

*We are treated well here and the nurses are fine. (♀ 7y)*

On their fabric painting (pages 54-55), children portrayed good and bad experiences in hospitals and some facilities that they would like to have. They reflected about their hospital experiences in their drawings and highlighted a number of elements for attention in creating child-friendly hospitals.

## Safety

Children were anxious about their personal safety. They feared kidnapping as well as hurtful objects and creatures on the premises. They were keen to safeguard their few small possessions which gave them a sense of autonomy and brought remembrances of home.

*At night when the aunties go home the doors are not locked. People can come and steal children. (♂ 9y)*

*I was hurt by razor wire at a hospital. I left my soap in the bathroom. It was gone when I went to look for it. Someone tore my face cloth but I don't know who. They stole my money from my locker. I cried. (♂ 10y)*

*I don't like to play on old, dirty playground equipment. It makes me scared. (♀ 7y)*

Izingane zaveza imibono eyahlukene ezazicabanga ukuthi ibalulekile ezinhlalweni zesibhedlela. Eziningi zenza isibonelo sesibhedlela esihle njenge King George V Hospital eseThekwini lapho kwakwenzelwe khona uqeqesho lobuciko.

*Anginayo into engikhathazayo ngokuthi ngilapha esibhedlela. Ngithola yonke into engingayidla njengas-ekhaya. (♂ 9)*

*Ngithanda umbhede, izihlalo kanye nokudlala lapha eKing George. Ngithanda yonke into lapha esibhedlela. (♂ 6)*

*Siphethwe kahle lapha futhi abahlengikazi abanalutho. (♀ 7)*

Emidwebeni yazo yendwangu (amakhasi 54-55), izingane zaveza okuhle nokubi ezikwaziyo ngezibhedlela kanye nezinye izinto ezingathanda ukuthi zibe nazo. Baveza izindawo ezidinga ukubhekisiswa ekwenzeni izibhedlela ezinobungane ezinganeni.

## Ukuphepha

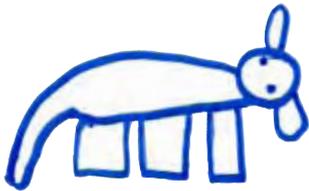
Izingane zazikhathazekile ngokuphepha kwazo. Zasesaba ukuntshontshwa kanye nezinye izinto ezingaba nobungozi kanye nezilwane ezitholakala endaweni. Zazikuthakasela ukuthi zigade izimpahla zazo ezimbalwa lokho kwakuzinika ukuzimela futhi kwakuzikhumbuza ekhaya.

*Ebusuku uma o-anti sebeyile emakhaya iminyango ayikhiywa. Abantu bangangena bazontshontsha izingane. (♂ 9)*

*Ngalinyazwa ucingo olusikayo esibhedlela. Ngashiya insipho yami ezindlini zokugezela. Ngafika ingasekho sengithi ngiya koyibheka. Kukhona owaqabula indwangu yami yokugeza kodwa angazi ukuthi ngubani. Bantshontsha nemali yami ekhabethe. Ngakhala. (♂ 10)*

*Angithandi ukudlala ngezinto ezindala nezingcolile ebaleni. Zingenza ngesabe. (♀ 7)*

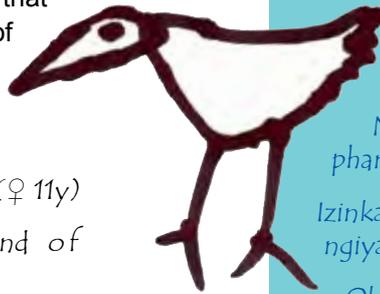




Many South African children who do not have personal pets find uncurbed animals in their hospital space intrusive and scary. Some children

drew doves as symbols of peace

but many feared birds that frequent lawns in search of insects, such as the hadedah ibises that have long necks. Itinerant troops of monkeys, common in the province, were also a cause for fear. Many children found insects troublesome.



*The birds with long necks scare me. (♀ 11y)*

*I am scared of cats and dogs inside and of frogs and snakes outside. (♀ 8y)*

*Monkeys, spiders, snakes, cats and rats scare me in hospitals. (♂ 10y)*

*What makes me sad are mosquitoes biting at night. Also flies in hospital. (♂ 10y)*



*Mosquitoes, flies, spiders and biting things worry sick children. (Group)*

Children's recommendations to improve safety in hospitals:

- ◆ Supervise children when they take showers so that they are not burnt by hot water.
- ◆ We don't want animals (cats, dogs, rats, mice, monkeys and birds) at the hospital because we are scared of them.
- ◆ Keep insects away because they are not nice when you are sick.
- ◆ Grass should be kept short because children are afraid of snakes.
- ◆ Children's money and goods should be kept safe in lockers with keys.
- ◆ Playground equipment should be kept painted and safe for children, and very clean.
- ◆ Adult patients should not throw swabs and dirty things through ward windows at children while they play.

Izingane eziningi eNingizimu Afrika ezingenazo izilwane ekungezazo ezifuywayo zithola izilwane lezi ezizihambelayo esibhedlela ziyisiphazamiso futhi zesabisa. Ezinye izingane zadweba amajuba njengophawu lokuthula kodwa eziningi ziyazesaba izinyoni ezitholakala ebaleni zizifunela izinambuzane, njengamankankane. Umhlambi wezinkawu oshintsha izindawo zokuhlala, ezijwayelekile esifundazweni nazo zazesatshwa. Izingane eziningi zazikhathazwa yizinambuzane.

*Izinyoni ezinemiqala emide ngiyazesaba. (♀ 11)*

*Ngaphakathi ngisaba amakati nezinja kanti ngaphandle amaselesele nezinyoka. (♀ 8)*

*Izinkawu, izicabuçabu, amakati kanye namagundane ngiyakwesaba esibhedlela. (♂ 10)*

*Okungikhathazayo ukulunywa omiyane ebusuku kanye nezimpukane esibhedlela. (♂ 10)*

*Omiyane, izimpukane, izicabuçabu kanye nokunye okulumayo kuyazikhathaza izingane ezigulayo. (Iqembu)*

Iziphakamiso zezingane ukuthuthukisa ukuphepha ezibhedlela:

- ◆ Ukubheka izingane uma zigeza khona zingeki zishiswe amanzi.
- ◆ Asizithandi izilwane (amakati, injinja, amagundane, izinkawu nezinyoni) esibhedlela ngoba siyazesaba.
- ◆ Azithandeki izinambuzane uma ugula kufanele zisuswe.
- ◆ Utshani kufanele bugcinwe bubufushane ngoba izingane zisaba izinyoka.
- ◆ Imali nezimpahla yezingane kufanele zigcinwe emakhabetheni aphephile nakhiyekayo.
- ◆ Izinto zokudlala izingane ebaleni kufanele zigcinwe zipendiwe ziphephile futhi zihlanzekile
- ◆ Iziguli zabantu abadala akufanele zijikijele izindwangu nezinto ezingcolile ngamafasitela ezinganeni uma zidlala.



## Hygiene

Children cared strongly about personal and environmental hygiene. They appeared to feel that it was mostly their personal responsibility to keep their premises and belongings clean.

They felt stressed when they could not replenish their toiletries because they had no visitors or no pocket money or no access to shops.

*Finding your toothbrush or toothpaste finished and not being able to buy new ones, makes me sad. (Many children)*

Children preferred not to wear clothes many times before they were laundered.

*We must not repeat our clothes.*

The children were critical about ward and play areas that were not thoroughly cleaned.

*I do the sweeping by myself at night when the aunts are not there to do their job. (♂ 10y)*

Children's recommendations for hospital hygiene:

- ◆ The places where children sleep should be very clean and neat.
- ◆ Wards for children must be hygienic.
- ◆ Places where children play should be clean.
- ◆ We need more fresh clothes.
- ◆ We should wash our underwears.
- ◆ We should clean our lockers to prevent bad smells that might cause infections to our chests.
- ◆ We should clean our plates after using them.
- ◆ We should leave the toilet clean every time we use it and we should wash our hands. That will stop infections.
- ◆ We should empty and rinse our urine bowls and put them away.

## Inhlanzeko

Izingane ziyinakekela kakhulu inhlanzeko yazo kanye neyemvelo. Zabonakala ziveza ukuthi kwakungumsebenzi wazo ukuthi zigcine indawo ezihlalo kuyo nezimpahla zazo zihlanzekile.

Zaziba nengcindezi uma zingakwazi ukuthola izidingo zazo zokugeza ngoba zingenabo abazivakashelayo, imali noma zingakwazi ukuziyela ezitolo.

*Ukuthola ukuthi isixubho noma umuthi wokuxubha uphelile futhi ungakwazi ukuthenga okusha, kuyangikhatshaza. (Izingane eziningi)*

Izingane zazikhetha ukungaziphindi izingubo isikhathi eside ngoba zazingcola.

*Akufanele Siziphinde Izingubo Zethu.*

Izingane zagxeka amagumbi kanye nezindawo zokudlala ezazingahlazisiswa.

*Ngiyaye ngishanele ebusuku uma o-anti bengekho ukwenza umsebenzi wabo. (♂ 10)*

Iziphakamiso zezingane ngenhlanzeko esibhedlela:

- ◆ Izindawo zokulala izingane kufanele zihlanzeke futhi zibezinhle.
- ◆ Amagumbi okugula ezingane kufanele ahlanzeke.
- ◆ Izindawo zokudlala izingane kufanele zihlanzeke.
- ◆ Sidinga izingubo ezintsha
- ◆ Kufanele siziwashale izingubo zethu zangaphansi.
- ◆ Kufanele sihlanze amakhabethe ethu ukuze sivikele iphunga elibi elingenza amagciwane ezifubeni zethu.
- ◆ Kufanele sihlanze izitsha zethu zokudlela uma siqeda ukuzisebenzisa.
- ◆ Kufanele sishiye indlu yangasese ihlanzekile ngenmuva kokuyisebenzisa futhi sigeze izandla zethu. Lokho kuzoqeda amagciwane.
- ◆ Kufanele sichithe futhi sihlambulule izitsha zethu zomchamo bese siyazibeka.

## Nutrition

On the whole, children appreciated hospital food and found it more plentiful and varied than at home.

Children's recommendations for hospital nutrition:

- ◆ Serve good food like at King George V Hospital: sausage, beef, chicken, rice, many fruits.
- ◆ We like the tinned fish that we get at home but we don't get it in hospitals.
- ◆ We like yoghurt but we only get it in some places.
- ◆ Some of us don't like eggs but they come in the mornings.
- ◆ We don't like hospital mince; it is too oily.
- ◆ Not polony forever!
- ◆ Patients would like to choose the menu for the day, like at King Edward Hospital.
- ◆ Patients should be able to have some more food if not full.

## Family Connections

Children's recommendations to strengthen family links when they are in hospitals:

- ◆ We would love more visits from parents, relatives, guardians and friends.
- ◆ We wish we could have family photos.
- ◆ We would love to get letters, cards and presents from our families and friends.



## Medical Care

Children want to have the best medical care in hospitals:

- ◆ Get the pills, injections and medication that you need.
- ◆ Have the best doctors.

## Ukudla Okunomsoco

Kukho konke, izingane ziyakuthokozela ukudla kwasesibhedlela zikuthola kukuningi futhi kuhlukile kunokwasekhaya.

Iziphakamiso zezingane ngokudla okunomsoco kwasesibhedlela:

- ◆ Ukuthi sithole ukudla okuhle njengaseKing George V Hospital: isoseji, inyama yenkomo, yenkukhu, irayisi kanye nezithelo eziningi.
- ◆ Sithanda inhlanzi esethinini yasekhaya hhayi eyasesibhedlela.
- ◆ Siyayithanda iyogathi kodwa siyithola kuphela ezindaweni ezithize.
- ◆ Abanye bethu abawathandi amaqanda kodwa ayatholakala ekuseni.
- ◆ Asiyithandi inyama egayiwe yasesibhedlela, inamafutha amaningi.
- ◆ Hhayi upholoni njalo!
- ◆ Iziguli zingathanda ukuzikhethele ezithanda ukudla ngalelolanga njengaseKing Edward Hospital.
- ◆ Iziguli kufanele zikwazi ukuthola okunye ukudla uma zisafuna ukukuphinda.

## Ukuxhumana Nemindeni

Iziphakamiso zezingane ukugcina ukuxhumana nemindeni yazo esibhedlela:

- ◆ Singakuthanda ukuvakashelwa njalo ngabazali, izihlobo, abasinakekelayo kanye nabangane.
- ◆ Sifisa ukuthi ngabe sinezithombe zemindeni.
- ◆ Singakuthanda ukuthola izincwadi, amakhadi kanye neziphondo ezivela emindenini nabangane.

## Ukunakekelwa Ngezempilo

Izingane zithanda ukuthola ukunakekelwa ngokwezempilo okusezingeni elihle ezibhedlela:

- ◆ Ukuthola amaphilisi, imijovo kanye nemithi oyidingayo
- ◆ Ukuba nodokotela abasezingeni eliphezulu



## Nursing Care

Children would like nursing to be more uniformly supportive:

- ◆ Aunties must be kind and caring.
- ◆ Aunties should not pinch, hit, kick and shout at children.
- ◆ Aunties should not be nasty or give unkind punishments.
- ◆ We want the aunties to be with us at night.

## Special Care

Children feel a need for special care in hospitals:

- ◆ We wish to have more counsellors.
- ◆ We want to know when people die at home.
- ◆ Have therapy when your parent(s) die.
- ◆ Take the sad child out for some entertainment.
- ◆ We need people to talk to and who are interested to listen to us.
- ◆ Children need to be taken away to play so they can forget their illness.
- ◆ Have a cake with candles when it is your birthday.
- ◆ Love and comfort.

## Schooling

Children find that they have large gaps to make up in schooling after hospital treatment. They want special educational facilities in hospitals:

- ◆ We are sad to miss school. We should have lessons to keep up with our schoolwork.



## Ukunakekelwa Ngabahlengikazi

- ◆ O-anti kufanele babenothando futhi basinakekele.
- ◆ O-anti akufanele izingane bazincize, bazishaye, bazikhahlele futhi bazithethise.
- ◆ O-anti akufanele basikhombise ukungasikhathaleli noma basijezise ngokungamukelekile.
- ◆ Sifuna o-anti babenathi ebusuku.

## Ukunakekelwa Okukhethekile

Izingane zibona isidingo sokunanakelwa okukhethekile ezibhedlela:

- ◆ Sifisa ukuthi kwandiswe abeluleki (counsellors).
- ◆ Sifuna ukwazi uma abantu beshonile ekhaya.
- ◆ Ukuthi welashwe ngokwengqondo uma ushonelwe umzali.
- ◆ Ingane ekhathazekile ivakashiswe ezindaweni.
- ◆ Sidinga abantu esingaxoxa nabo futhi abangathanda ukusilalela.
- ◆ Izingane zidinga ukuthathwa ziye kodlala khona zizokhohlwa ngokugula kwazo.
- ◆ Ube nekhekhe elinamakhandlela uma kuwusuku lwakho lokuzalwa.
- ◆ Uthando nokunethezeka.

## Ukufunda

Izingane zithole ukuthi kunesikhala esikhulu ekufanele zisivale esikoleni ngemuva kokulashwa kwazo esibhedlela. Zidinga izikhungo zokufundela ezikhethekile ezibhedlela:

Sikhathazekile ngokungayi esikoleni. Kufanele sibenezifundo ukuze siqhubeke nomsebenzi wethu wesikole.

## Hospital Equipment and Amenities

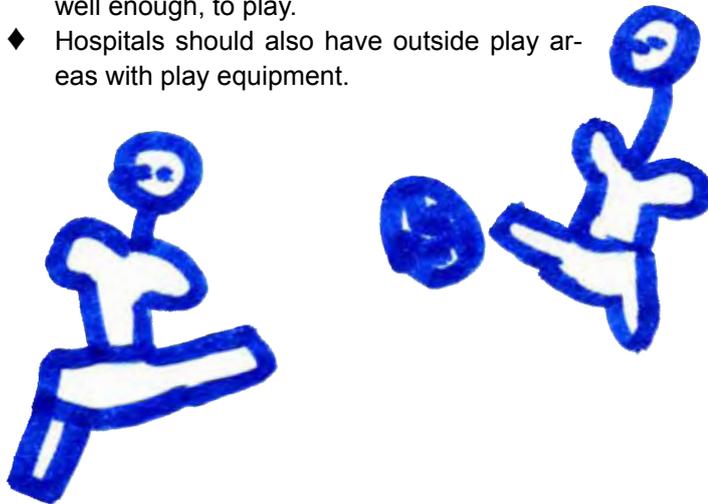
Children recommend added facilities for children in long term hospital admission:

- ◆ We need shops in hospitals to buy toiletries and snacks.
- ◆ A plan must be made for children who don't get pocket money. Children are sad if others buy special things to eat and they never can.
- ◆ Have heaters in winter.
- ◆ There must be nice mirrors for children to use.
- ◆ Children should have automatic wheelchairs. They struggle and get tired to drive manual wheelchairs. With automatic wheelchairs other children can't bully them and aunties won't complain when they have to push them.
- ◆ Children should have bells to press when they are sick so they can call aunties at night.
- ◆ We normally listen to the radio at home. We should have radios to listen to favourite programs.
- ◆ Each bed should have its own TV set with a remote control.
- ◆ We like big windows to open for fresh air and to look out if we are too sick to get up.

## Recreation

Children's recommendations for recreation:

- ◆ There should be enough place for children who are well enough, to play.
- ◆ Hospitals should also have outside play areas with play equipment.



## Izidingo Nezakhiwo Zesibhedlela

Izingane zineziphakamiso zezakhiwo ezidingekayo za-lezozingane ezihlala isikhathi eside esibhedlela:

- ◆ Sidinga izitolo ezibhedlela esizothenga kuzo izinto zokugeza nokumnandi.
- ◆ Kufanele kwenziwe icebo ngezingane ezingayitholi imali. Ezinye ziyakhathazeka uma abanye bethenga izinto ezikhethekile zokudla abangakwazi ukuzithenga.
- ◆ Sibe namaheater ebusika.
- ◆ Kufanele kube nezibuko ezinhle ezizosetshenziswa izingane.
- ◆ Kufanele izingane zibe nezihlalo ezinamasondo ezizisebenzelayo. Ziyahlupheka futhi zikhathele ukuqhuba lezi ezijwayelekile. Ngalezihlalo ezikwazi ukuzisebenzela ezinye izingane ngeke zibedelele futhi o-anti ngeke bakhalaze uma kufanele baziqhuba.
- ◆ Kufanele kube khona izinsimbi (bells) ezizocindezelwa izingane ukubiza o-anti ebusuku uma zigula.
- ◆ Sijwayele ukulalela imisakazo emakhaya. Kufanele kube nemisakazo ukuze silale izinhlelo esizithandayo.
- ◆ Umbhede ngamunye kufanele ube nomabonakude onerimothi (remote control)
- ◆ Sithanda amafasitela amakhulu ukuze sivulele umoya omusha nokuthi sikwazi ukubheka ngaphandle uma sigula singakwazi ukuvuka.

## Ezokuvuselela

Iziphakamiso zezingane ngezokuvuselela:

- ◆ Kufanele kube nendawo eyenele yezingane esezingakwazi ukudlala.
- ◆ Izibhedlela kufanele zibe nezindawo zangaphandle zokudlala kanye namathoyizi.

- ◆ We would like more places to ride bikes.
- ◆ Children like a tree for play and to sit under when it is hot.
- ◆ Children should go on lots of outings, like to UShaka Marine World, movies and picnics but they should not go near the sea because they will cough.
- ◆ We would like more toys to play with.
- ◆ There should be regular changes of toys.
- ◆ We would like to have crayons and paper so that we can draw whenever we like.

Thinking about what hospital staff and families could do for sick children, they recommended:

*Walk them to the sun.*

- ◆ Singathanda izindawo ezengeziwe zokugibela amabhayisikili.
- ◆ Izingane zingathanda isihlahla ezingadlalela kuso nokuthi bahlale ngaphansi kwaso uma kushisa.
- ◆ Izingane kufanele zivakashiswe kakhulu, njengase UShaka Marine World, ebhayisikobho kanye namapikiniki kodwa akufanele zisondele ngasolwandle ngoba zizokhwehlela.
- ◆ Singathanda ukuba namathoyizi amaningi esizodlala ngawo.
- ◆ Kufanele ashintshwe njalo amathoyizi.
- ◆ Singathanda ukuba namakhrayoni namaphepha khona sizodweba noma yingasikhathi sini.

Becabanga ngezinto ezingenziwa abasebenzi bas-  
esibhedlela nemindeni benzela izingane ezigulayo, za-  
phakamisa:

*Baphelezelwe baye kothamela ilanga.*



## Peer interaction

Children recommended that the interaction between children in hospitals should improve:

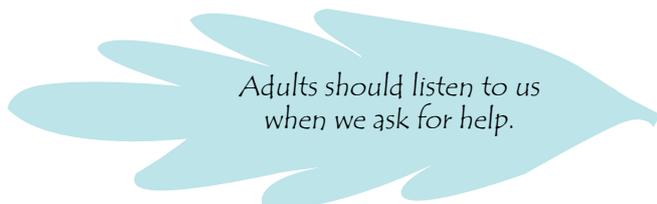
- ◆ Children should play with each other.
- ◆ Children should not fight when they are playing. They should not push each other around.
- ◆ Boys should not hit sick girls in hospital.
- ◆ Help the troubled person to help herself.

## Personal autonomy

The children were concerned that there were no formal channels through which they could easily voice their needs and grievances. They relied mainly on the goodwill and friendliness of particular staff members to discuss problems.

Children's recommendations for personal autonomy:

- ◆ We are tired; we want to speak out for ourselves.



## Ukuxhumana Nolingana Nabo

Izingane zaphakamisa ukuthi ukuxhumana phakathi kwezingane esibhedlela kufanele kuthuthuke:

- ◆ Izingane kufanele zidlale nezinye.
- ◆ Akufanele izingane zilwe uma zidlala. Akufanele zidudule ezinye.
- ◆ Abafana akufanele bashaye amantombazane agulayo esibhedlela.
- ◆ Siza umuntu okhathazekile ukuthi athole usizo.

## Ukuzimela Ngokwakho

Izingane zazikhathazekile ngokungabikho kwemigudu esemthethweni ezingakwazi ngayo ukudlulisa izidingo nezikhalazo zazo. Zazethembele kakhulu emseni kanye nasebunganeni babasebenzi abakhethekile ukuxoxa ngezinkinga zazo.

Iziphakamiso zezingane ngokuzimela ngokwazo:

- ◆ Sikhathele; sifuna ukuzikhulumela thina.



CHILDREN'S FABRIC PAINTING and DESCRIPTIONS  
 IMIDWERO YENDWANGU YEZINGANE NEZINCAZELO





# 'IMPILO YAMI'

## Children's positive & negative experiences in S.A. healthcare facilities.

### SPONSORS

 JOINT OXFAM HIV/AIDS PROGRAM  
 OLD MUTUAL

- AMANDA - 11 yrs
- AYANDA - 11 yrs
- Bhekumuzi - 9 yrs
- FRANK - 11 yrs
- Mampumetelo - 10 yrs
- SAMKE - 11 yrs
- Siyabonga - 10 yrs
- thuliswa - 10 yrs

project by:  
 - STREET-WISE KZN  
 - UNESCO GUIC (SA)  
 - KING GEORGE V HOSPITAL

automatic so that  
 - Nurses won't complain  
 - Kids won't push you to bad places and leave you there

On a large sheet of fabric, six of the older children painted good and bad hospital experiences, based on all the places where children in the group had gone for treatment. Individual children and small groups explained the images.

*Our drawings on the fabric show things that we like, that we would like, and that we dislike when we are in hospital. (♂ 10y)*

√ - **We like**      ! - **We would like**      X - **We dislike**

- ① ! Going to the beach will not be good for us because we suffer from coughing but how about going to UShaka Marine World? (♀ 11y)
- ② ! I would like to be taken out to places like the beach-front. (♀ 7y)  
! I miss soccer, and to play it with other children. (♂ 13y)  
! I miss netball; we play it at school. (♀ 9y)  
! Skipping. I love playing this at home. (♀ 11y)
- ③ √ In hospital we play around this tree. We sit in its shade when it is hot. (♀ 10y)  
√ ! We enjoy playground equipment at hospitals. It should be kept painted and safe for children, and very clean. (♀ 7y)  
! Always cut the grass. We are scared of snakes. (♀ 8y)
- ④ √ We are happy to receive cards, letters, or calls on the hospital phones. (♀ 10y)  
√ Even without your friends it's very nice having your birthday in hospital. (♂ 10y)  
√ This drawing shows a mother visiting her child. Our mothers love to visit and to bring food like take-aways. (♀ 10y)
- ⑤ √ These fruits are important for the nutrients they give our bodies. They get our blood pumping! (♀ 11y)  
√ This drawing shows a nurse who takes care of us and loves us. (♀ 11y)  
√ We love to ride bicycles in hospital. (Group)
- ⑥ X In hospital we must not repeat our clothes. (All)  
X We are scared at night. ! We need lights. (All)
- ⑦ ! We listen to the radio at home, especially Radio Ukhozi. We long for a radio and for videos. (All)  
√ ! We like to have our own blanket. (Group)

Endwangwini enkulu eyisikwele, izingane esezikhulile eziyisithupha zadweba okuhle nokubi ngezikwaziyo kwasesibhedlela, kuncike kuzozonke izindawo esekudlule kuzo izingane lapho ezazelashelwa kuzo. Izingane namaqembu amancane zachaza ngezithombe.

*Imidwebho yethu endwangwini ikhombisa izinto esizithandayo, esingazithanda, nesingazithandi uma sisesibhedlela. (♂ 10)*

√ **Sithanda**      ! **singathanda**      X **asithandi**

- ① U-I: Ukuya olwandle angeke kusilungele thina ngoba siguliswa ukukhwehlela kodwa kungabanjani ukuthi siye e-UShaka Marine World? (♀ 11)
- ② Ngithanda ukuvakashela izindawo ezinfana namabhishi. (♀ 7)  
! Ngikhumbula ukudlala ibhola lezinyawo nezinye izingane. (♂ 13)  
! Ngikhumbula ibhola lomnqakiswa; silidlala esikoleni. (♀ 9)  
! Inqathu. Ngiyakuthanda ukuyidlala ekhaya. (♀ 11)
- ③ √ Esibhedlela sidlala eduze kwalesihlahla. Sihlala emthunzini waso uma libalele ilanga. (♀ 10)  
√ ! Ezibhedlela sithanda izinto zokudlala ebaleni. Kufanele zigcinwe zipendiwe, ziphephile futhi zihlanzekile (♀ 7)  
! Sikani utshani njalo. Siyazesaba izinyoka. (♀ 8)
- ④ √ Siyajabula uma sithola amakhadi, izincwadi noma ucingo kolwasesibhedlela. (♀ 10)  
√ Noma ngabe abangane bakho abekho kumnanini ukuba nosuku lokuzalwa esibhedlela. (♂ 10)  
√ Lomdwebho ukhombisa umama evakashela ingane yakhe. Omama bethu bayathanda ukuvakasha nokuletha ukudla okuvuthiwe. (♀ oneminyaka ewu 10)
- ⑤ √ Lezithelo zibalulekile ngemisoco eziyinika imizimba yethu. Zenza amagazi ethu aqijime! (♀ 11)  
√ Lomdwebho ukhombisa umhlengikazi osinakekelayo nosithandayo (♀ 11)  
√ Siyathanda ukugibela amabhayisikili esibhedlela. (Iqembu)
- ⑥ X Esibhedlela akufanele siphinde izingubo zethu. (Bonke)  
X Ebusuku siyazesaba. Sidinga ukukhanya. (Bonke)
- ⑦ ! Ekhaya silalela umsakazo, ikakhulukazi Ukhozi. Si-

- 8** ✓ We like TV. (All)  
! We would like to choose programs. (All)  
X I am scared by some things. (♂ 6y)
- 9** ! We need a bell to call the aunts to help us at night. (All)
- 10** ✓ In hospital it is important for us to have encouragement, counseling and therapy. (♀ 10y)  
✓ My locker is always empty but when mom came it got full of goodies. (♂ 10y)  
! Only the best doctors must treat TB for children. (Group)
- 11** ! People should supervise children when they take showers so that they are not burnt by hot water. (Many children)  
X I am scared when an aunty in hospital shouts at me or hits me. (♂ 9y)  
X Some aunts pinch children. It hurts and it makes us scared. (Group)
- 12** ✓ X Treatment helps children but they don't necessarily like it. (♂ 10y)  
✓ X We should clean our school at hospital, pick up papers and scrape the paint from the floor. (♀ 11y)  
X I was sitting on a chair, crying because I couldn't go to school due to my illness. (♂ 10y)
- 13** X I was told to go and wash my dish at the toilet by the aunty because she said I mess up the place. (♂ 10y)  
X The aunty insisted that I must go and empty the rubbish bin against my will. (Many children)  
X Because the nurses work hard to look after us we should empty and clean our urine bucket in the morning. (♀ 7y)
- 14** ✓ This aunty loves children and does everything for us. (♀ 11y)  
X The aunty who hits me in hospital makes me sad. (♀ 11y)  
X We don't want animals near us in hospitals because we are afraid of them. (♀ 11y)  
! X We want automatic wheelchairs because aunts make us sad when they complain that they are tired of pushing us and children also push you to bad places and leave you there. (♀ 10yrs & ♀ 11y)
- yawukhumbula umsakazo kanye namavidiyo. (Bonke)  
✓ I Sithanda ukuba nezingubo zethu zokulala. (Iqembu)
- 8** ✓ Siyawuthanda umabonakude. (Bonke)  
! Singathanda ukuzikhethelela izinhlelo. (Bonke)  
X Kukhona izinto engizesabayo. (♂ 6)
- 9** ! Sidinga insimbi yokubiza o-anti uma sidinga usizo ebusuku. (Bonke)
- 10** ✓ Esibhedlela kubalulekile kithina ukuthi sikhuthazwe, selulekwe futhi selashwe nangokomphefumulo. (♀ 10)  
✓ Ikhabethe lihlale lingenalutho kodwa uma umama efikile ligcwalile izinto ezimnandi. (♂ 10)  
! Kufanele kube odokotela abawenza kahle umsebenzi ekufanele belaphe izingane ezine-TB. (Ithimba)
- 11** ! Abantu kufanele bazibheke izingane uma zigeza ukuze zingashiswa amanzi ashisa kakhulu. (Izingane eziningi)  
X Ngiyesaba uma u-anti esibhedlela engithethisa noma engishaya. (♂ 9)  
X Abanye o-anti banciza izingane. Kubuhlungu futhi kusenza sesabe. (Ithimba)
- 12** ✓ X Imithi iyazisiza izingane kodwa aziyithandi kahle. (♂ 10)  
✓ X Kufanele sihlanze isikole sethu esisesibhedlela, sicoshe amaphepha bese sikhuhla upende phansi. (♀ 11)  
X Ngangihlezi esihlalweni, ngikhala ngoba ngangingakwazi ukuya esikoleni ngenxa yokugula kwami. (♂ 10)
- 13** X Kwathiwa angihambe ngiyogezisa isitsha sami endlini yangasese, u-anti wathi yingoba ngingcolisile. (♂ 10)  
X Ubabekazi wangiphoka ukuthi angihambe ngiyochitha umgqomo wezibi ngibe ngangingathandi. (Izingane eziningi)  
X Ngoba abahlengikazi basebenza kanzima besisiza kufanele ekuseni sichithe futhi sihlanze izintsha zethu zomchamo. (♀ 7)
- 14** ✓ Lo-anti uyazithanda izingane futhi usenzela yonke into. (♀ 11)  
X U-anti ongishayayo esibhedlela ungenza ngiphatheke kabi. (♀ 11)  
X Asizithandi izilwane eduze kwethu esibhedlela ngoba siyazesaba. (♀ 11)  
! X Sifuna izihlalo ezinamasondo ezizisebenzelayo ngoba o-anti basiphatha kabi uma bekhala bethi bakhathele ukusiqhuba kanti nezingane zikuqhubela ezindaweni ezimbi zikushiye khona. (♀ 10 no 11)

## Best practices for children in paediatric ward

by staff of King George V Hospital

The staff of King George V Hospital were pleased to be part of the Phila Impilo project because we strive for the holistic care of children. Those who took part in this project brought us fresh insights about hospitals. We would like to add to their recommendations:

### Staff

- ◆ Staff allocation to the paediatric ward should be according to interest. Staff not interested in nursing children should not be allocated there.
- ◆ Staff rotation should not be frequent. This will ensure continuity of care and that young patients who are re-admitted will find familiar staff, thus reducing their anxiety.

### Families

- ◆ Children to have photographs of family and siblings while in hospital. This will prevent their feeling lonely and will help them cope in a strange environment. Photos can be displayed on their bedside cupboard or kept in their lockers.
- ◆ Parents and guardians should have extended visitation hours to develop continuity in bonding with children.
- ◆ They should report major changes in children's play or development.
- ◆ Parents and guardians to give themselves time even if they are working to have an interview with the ward doctor during office hours. This will give the ward doctor more information on the child's illness, growth and development, as well as the family social circumstances.
- ◆ Children should be allowed to talk with their parents on the phone at least once a week. When parents can't visit they should be encouraged to phone, especially if they live far away.

## Okungathandwa Yizingane Egunjini Lazo

Ngebasebenzi baseKing George V Hospital

Abasebenzi baseKing George V Hospital bakujabulela ukuba yingxenywe yohlelo lwePhila Impilo ngoba balwela ukunakekelwa okuphelelisiwe kwezingane. Labo ababamba iqhaza kululuhlelo basibuyela nezinto ezintsha ngezibhedlela. Singathanda ukunezela eziphakamisweni zabo:

### Abasebenzi

- ◆ Ukukhethwa kwebasebenzi begumbi lezingane kufanele kube ngukuzikhethela komuntu. Abasebenzi abangathandi ukunakekela izingane akufanele banhanjiswa khona.
- ◆ Akufanele kushintshwe njalo abasebenzi. Lokhu kuzoqinisekisa ukuqhubeka kokunakekelwa nokuthi iziguli ezisencane uma zingeniswa futhi esibhedlela zithole labo ezibajwayele, lokhu kwehlisa nokungathokozi.

### Imindeni

- ◆ Izingane azibe nezithombe zemindeni nezelamani. Lokhu kuzovimbela ukuthi zizizwe zinesizungu futhi kuzisize nasekumelaneni nendawo ezikuyo. Izithombe zingabekwa emakhabetheni aseduze nemibhede yazo.
- ◆ Abazali nabanakekeli kufanele bathole isikhathi esengeziwe sokuvakasha ukuze kuqhubeke ubudlelwano babo nezingane.
- ◆ Kufanele babike ushintsho olukhona ekukhuleni nasekudlaleni kwezingane.
- ◆ Abazali nabanakekeli kufanele bazinike isikhathi noma ngabe bayasebenza sokuxoxisana nodokotela wezingane ngesikhathi somsebenzi. Lokhu kuzonika udokotela ulwazi olwengeziwe ngesifo sengane, ukukhula nokuthuthuka kanye nendlela umndeni ophila ngayo.
- ◆ Izingane kufanele zivunyelwe ukuxoxa nabazali bazo ocingweni noma ngabe ikanye ngesonto. Uma abazali bengakwazi ukuvakasha kufanele

- ◆ Parents and guardians can give older children their own pyjamas and nightgowns provided they can look after them.

## Facilities

- ◆ All facilities must be children friendly.
- ◆ Schooling should continue for children in hospital as soon as they are well enough to walk about.
- ◆ Children should be allowed to play outside for longer hours, as at home. Nurses always supervise their play.
- ◆ Volunteer ladies who come twice weekly to play with children need assistance from nurses with the children and the collection of their toys after play.
- ◆ There should be a radio in the ward for hearing stimulation, especially for the very sick who cannot go outside or watch television.
- ◆ Children to be allowed to watch television, especially children's shows.
- ◆ Children need to go on occasional excursions for mental stimulation, e.g. to Ushaka Marine World, the Moscow Circus and movies.
- ◆ Children to be nursed in a colourful environment, e.g. a well painted ward with bright drawings for sight and mental stimulation.
- ◆ Nurses to have colourful gowns to wear over their uniforms to enable them to carry young children about and give them love without fear of dirtying their uniforms. The gowns should be laundered daily. Aprons now available do not cover the entire uniform.

## Patients

- ◆ Each child to be identified by name and they should know nurses' second names.
- ◆ The ward should have rules and regulations known to the patients.
- ◆ Television should be switched off early at night, especially on school days.
- ◆ Children are not allowed to do cleaners' duties but older ones who are well enough should be taught to make their own beds, clean their lockers and tidy up after play.
- ◆ Nurses to be alert that withdrawal from play might be a sign of stress.

bakhuthazwe ukuthi bashaye ucingo, ikakhulukazi uma behlala kude.

- ◆ Abazali nabanakekeli bangazinikeza izingane izingubo zokugqoka zokulala uma zizokwazi ukuzinakekela.

## Izindawo

- ◆ Zonke izindawo kufanele zibe nobungane ezinganeni.
- ◆ Izingane uma sezizizwa zingcono ukuthi seziyakwazi ukuhamba kufanele ziqhubeke nokufunda esibhedlela.
- ◆ Kufanele izingane zivunyelwe ukudlala ngaphandle isikhathi eside njengasekhaya. Abahlengikazi bahlale bezibhekile uma zidlala.
- ◆ Abesifazane abazinikela ukuthi bazonakekela izingane ngaphandle kokukhokhelwa bafika kabili ngesonto ukuzodlala nezingane badinga usizo lwabahlengikazi ngokubheka izingane kanye nokuqoqwa kwamathoyizi emuva kokudlala.
- ◆ Kufanele kube khona umsakazo egunjini lazo ukukhuthaza ukulalela ikakhulukazi kwabagula kakhulu abangakwazi ukuphumela phandle noma babukele umabonakude.
- ◆ Izingane zidinga ukuvakashela izindawo ezithile ukukhuthaza umqondo, isib. E-UShaka Marine World, isekisi laseMoscow kanye nasebhayisikobho.
- ◆ Izingane zinakekelwe egunjini elinombala ogqamile, isib. Igumbi elipendwe kahle elinemidwebo egqamile ukukhuthaza ukubona.
- ◆ Abahlengikazi bathole izingubo ezigqamile zokugqoka ngaphezulu kwemifaniswano yabo ukuze bakwazi ukuphatha izingane ezincane bazinike nothando ngaphandle kokusabela ukungcola kwemifaniswano yabo. Lezingubo kufanele zihlanzwe nsuku zonke. Amaphinifa akhona njengamanje awawumbozi wonke umfaniswano.

## Iziguli

- ◆ Ingane ngayinye ibizwe ngegama layo futhi nazo ziwazi amanye amagama abahlengikazi.
- ◆ Igumbi kufanele libe nemithetho nemigomo eyaziwa yiziguli

- ◆ In cold weather children should be indoors and could have stories read to them.
- ◆ Children to have:
  - ~ free access to the ward doctor's office and the charge nurse's office;
  - ~ special day celebrations, e.g. birthdays;
  - ~ one pass-out a month to visit their families;
  - ~ positive reinforcement for good behaviour to build up their self esteem, e.g. sweets, ice lolly or biscuits.

Dr S Bamber (Former Medical Officer)  
 Dr Sunkari (Present Medical Officer)  
 Matron V. N.N.Yeni  
 Sister T.M.Manyathi  
 Sister P.S.B.Joyisa

- ◆ Umabonakude kufanele usheshe ucishwe ebusuku ikakhulukazi ngezinsuku zesikole.
- ◆ Izingane azivumelekile ukwenza umsebenzi wabo abahlanza izindlu kodwa labo asebekhulile futhi asebenzcono bangafundiswa ukundlala imibhede yabo, bahlanze namakhabethe abo kanye nokuqoqa emuva kokudlala.
- ◆ Abahlengikazi baqaphele ukuthi ukuyeka ukudlala kungaba uphawu lwengcindezi.
- ◆ Uma kumakhaza izingane kufanele zibe sendlini futhi zingafundelwa izindaba noma izincwadi.
- ◆ Kufanele izingane zikwazi:
  - ~ Ukuba nendlela yokuya ehhovisi likadokotela nelabahlengikazi.
  - ~ Ukugubha izinsuku ezibaluleklile, isib. Izinsuku zokuzalwa
  - ~ Ukuthola imvume kanye ngenyanga ukuvakashela imindeni;
  - ~ Ukuba nendlela eyakhaya yokuzikhuthaza ngokuziphatha kahle ukwakha ukuzethemba, isib. Oswidi, iziqeda kanye namakhekhe.

Dr S Bamber (Owayeyisikhulu Sezempilo)  
 Dr Sunkari (Oyisikhulu Sezempilo)  
 Matron V. N.N.Yeni  
 Sister T.M.Manyathi  
 Sister P.S.B.Joyisa



Dr Sheila Bamber



Matron Nokuthula Yeni



Those who set up and carried out this project are not only championing children's rights to be heard and their needs and views to be taken into account but show how simple but appropriate activities can enhance the quality of life of a seriously disadvantaged group of children.

Labo abahlele, benza loluhlelo abaqhakambisi ukuzwakalisa amalungelo ezingane kuphela, noma izidingo zabo kanye nezimvo zabo ukuze zithathelwe , kodwa baveza ukuthi kulula kanjani ukwenza ngokusezingeni izinhlelo ezingathuthukisa izinga lempilo lethimba lezingane ezihlwempu.

Diane Melvin, Consultant Clinical Child Psychologist: St Mary's Hospital (Family HIV team) and Great Ormond Street Hospital for Children, London.

What greater tribute to the human spirit of resilience and tenacity can there be than the fact that there are thousands of South Africans with HIV and/or TB living positive, productive lives? While it is true that stigma drives both these pandemics, we are emboldened by the fact that hope and information engenders positive thoughts and actions. Harnessing our collective energies, we can dispel the gloomy spectre of HIV and TB and encourage all our people, across racial and religious divides, to continue to play a meaningful role in society, stoically refusing to allow their illness to diminish their intrinsic self-worth and inviolable right to quality life. This book will be a proud legacy for future generations.

Yikuphi ukubongwa komoya wobuntu wokuwa uvuka, nempokophelo okungabakhona, kuneqiniso lokuthi kunezinkulungwane zabantu eNingizimu Afrika abaphila ne-HIV noma ne-TB noma nazo zombili lezifo abaphila izimpilo. Kuliqiniso ukuthi ukucwaswa kukhona kuzozombili lezizifo ezibucayi, kodwa ithemba nolwazi kusinika amandla okuthi sibe nemicabango nokwenza okuhle. Uma sihlanganise amandla esinawo, singakwazi ukuthi silwisane ne-HIV kanye ne-TB; nokuthi sigququzele abantu bezinhlanga nezinkolo ezahlukene ukuthi baqhubeke nokudlala indima ebalulekile emiphakathini nokuthi ngokubekezela bangakuvumeli ukuthi izifo zehlise lokho abakholelwa yikho kanye nokungalweli ilungelo lempilo engcono. Lencwajana izoba yisikhumbuzo esibalulekile esizukulwaneni esizayo.

Les Govender

Member • **Oyilunga le:** Provincial Legislature, KwaZulu-Natal

Member • **Oyilunga le:** Health Portfolio Committee, KwaZulu-Natal

Inkatha Freedom Party



Children, Youth & Environments  
Center for Research and Design



Young Insights  
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**Oxfam**  
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Managed by Oxfam Australia