



M I R A T H O

A shared story of exclusion and inclusion at university.

A photovoice project

Free State, Limpopo and Gauteng provinces

The Miratho Project

Miratho are informal bridges usually constructed by community members during times of floods or other natural disasters to get across from one village to another. These self-made bridges are usually dangerous, unstable and only the brave tend to use them. In particular, school learners who study outside their village may find themselves stranded and unable to go to school. When community members then build miratho, opportunities for these learners to access the schools of their choice are created. We have chosen the Venda word 'Miratho' for our project name because it symbolizes being determined to access education even in the face of dangers, and working with others to make progress.

Working with the youth-led Thusanani Foundation, our four year mixed methods research project investigates the multi-dimensional factors and dynamics that shape low-income (rural and township) students' effective opportunities to access universities, participate and flourish in them, and move from higher education to employment. We are developing a multi-dimensional learning outcomes index to capture this interconnected information that otherwise cannot be presented concisely. We will employ the index as an instrument of public debate and of policy decisions.

The project is funded by the ESRC and DFiD and is led by Melanie Walker, SARCHI Chair in Higher Education and Human Development (University of the Free State) in partnership with the University of Nottingham and the University of Birmingham.

Our Data Sets

Complex data sets consisting of both quantitative and qualitative data are being gathered in our project, which will enable a macro view of the educational pathways of the selected student population, but also fine-grained micro accounts of their lives. These data are required to address the objectives of our project because the distribution of opportunities is not only embedded in university educational and social arrangements, but also in families, schools and local communities. Insights into these societal dynamics are being gained by exploring student pathways, experiences, aspirations and plans for their future careers. We are also exploring students' values and commitments to contributing to an inclusive society, and what creates and sustains these values. In addition, students have been involved in participatory research processes in the form of Photovoice so that the project directly expands their capabilities, operationalizes their right to research and contributes to more epistemic justice.



UNIVERSITY OF
BIRMINGHAM



Research jointly supported by the ESRC and DFID

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



National
Research
Foundation



The University of
Nottingham

UNITED KINGDOM · CHINA · MALAYSIA

Photovoice

The photovoice project worked alongside rural and township co-researcher students from low-income households, who are studying at four universities across Free State, Limpopo and Gauteng provinces. Students who had produced their individual photo stories were brought together for participatory workshops and an innovative and creative student photovoice exhibition on 29-30 March 2019 at the University of the Free State in Bloemfontein. The individual photo stories had been produced throughout 2018, at three four-day workshops in Free State, Limpopo and Gauteng in which students received basic photography training, discussed the theme of exclusion and inclusion, sketched River of Life drawings and then produced storyboards on which they could base their photographs and narratives. They took their own photographs, presented these for feedback, followed by further photograph taking. On the final day of the workshops they curated and captioned their stories, including a title and caption for each of the six photographs that comprised their photo story. After this, a book of photo stories was produced for each province.

Because photovoice involves young people as co-researchers in a creative and critical knowledge-making process, this participatory research method also included the students producing a collective photo story and a charter for an inclusive university. At the UFS workshop on 29 March 2019, students had the opportunity to see all the completed stories on display together for the first time. They spent the day looking at and reflecting on all the individual photo stories. They discussed these stories together to identify common themes and challenges, and then selected images they felt could be used for this Collective Photo Story/Book. They worked together on the story/book title, arranging the order of the photographs, and giving a title and caption for each of the 12 photographs included in their selection. In addition to English, they decided to translate the Collective Story into Xitsonga, Tshivenda, Sesotho isiZulu, and isiXhosa.

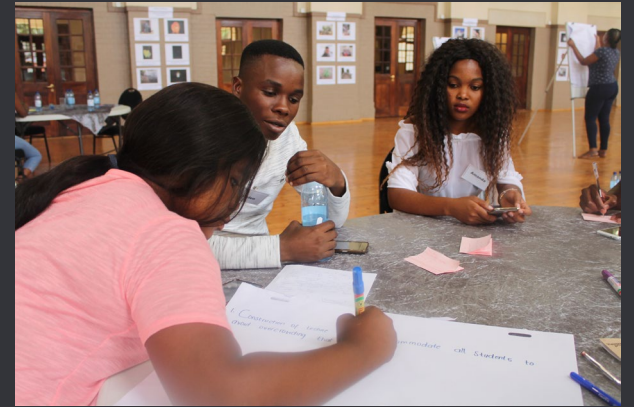
On 30 March 2019 the photovoice exhibition was held, which showcased compelling photo stories from the 19 undergraduate students. As part of the exhibition, the students presented and discussed their individual photo stories with the audience. In these individual visual narratives, students document in photographs and in text their often painful experiences of exclusion at their university but also highlight their determination and hard work as they struggle to be included. The exhibition powerfully highlighted the importance of enabling and enhancing the 'narrative capability' of ordinary students as a way of giving them voice, developing their confidence and taking account of their experiences.



Workshop photo; Group discussion (1)
Photo by Melissa Lucas



Workshop photo; Group discussion (2)
Photo by Melissa Lucas



Workshop photo; Students working in small groups to draft inclusive charter. Photo by Melissa Lucas



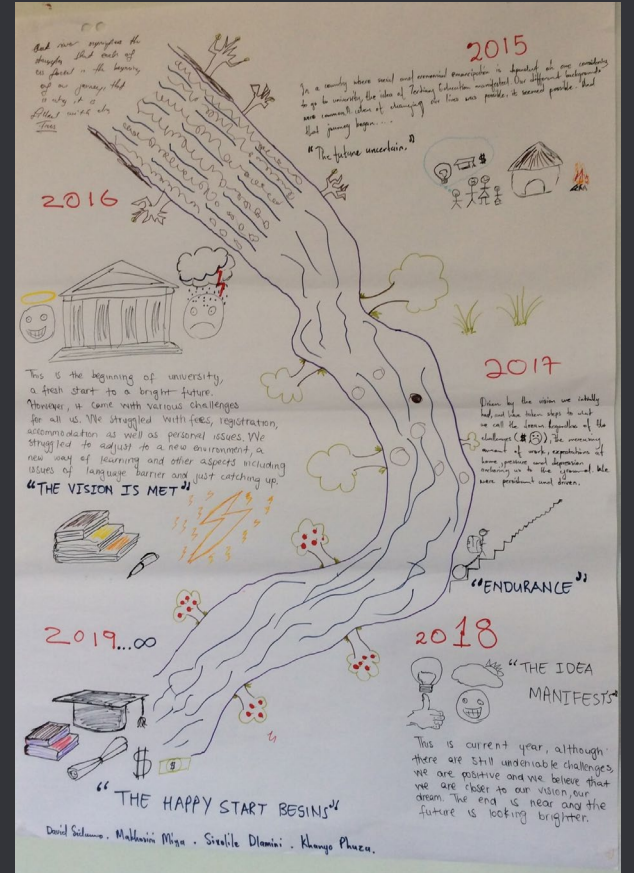
Students viewing each others' stories
Photo by Melissa Lucas



At the end of the exhibition
Photo by Melissa Lucas



Provincial photobooks Photo by Melissa Lucas



River of life drawing Photo by Melissa Lucas

Charter for an inclusive university

In addition to creating a collective story, students also drafted a charter for an inclusive university drawing on their stories. The charter presents five key points for how a university can be made more inclusive through changes in outreach and access, student welfare, inclusive teaching, access to ICT and teaching spaces.

Outreach and access

Forge good relationships with schools in rural areas, that is take the university to the schools and districts. Develop a range of creative information and inductive programs. University induction programs should include food and accommodation for those who require.

Student welfare

Establish a food programme (e.g. reasonably priced cafeterias on all university campuses where low income students can afford to eat nutritious meals twice a day). Set up a wellness centre, and ensure students feel comfortable in accessing the services, especially around mental health. Supply reliable and accessible information and assistance in applying for financial aid. Provide safe, reliable transport for off-campus students.

Inclusive teaching

Good, clear lecturing by experienced/ trained and caring lecturers. Training for lecturers in using teaching ICT platforms effectively. Using English for all lecturing, combined with inclusive language use in classes (e.g. small group discussions). Include students who register late through pod-casts, handouts, catch-up tutorials etc.

Access to ICT

Provide alternative digital platforms for more effective and inclusive communication between lecturers and students. Offer free and timely workshops on computer competence and on using the internet effectively for research and study purposes. Enable reasonable access to computers for learning for all students. Provide internet services for off-campus students - e.g. make deals with internet providers for cheaper data provision.

Teaching space

Address overcrowded lecture halls because they hinder the process

How we produced the Charter

At the workshop on the 29th March 2019 students spent some time in small groups and in plenary sessions identifying common themes of inclusion and exclusion after walking around the exhibition hall and viewing all the photo stories on display. From here, students worked again in small groups to produce key points for an inclusive charter, which could be presented to leaders at their universities. Three of the research team then worked on the three sheets of proposals and categorised the main issues into common themes. These were then further discussed with the students to see if they agreed. The result is the Charter presented above, which the students view as a reasonable set of demands or useful ideas for universities to implement.

‘Individual photo story titles and authors

Our photovoice process produced 19 individual stories. All 19 students are and were participants in the life history strand of the Miratho project. While we cannot include their stories in this book, we wanted to include their evocative titles and the author’s first names as a way of acknowledging the creativity among the group:

<i>When life throws you lemons...</i>	<i>by Amanda</i>
<i>My long journey towards the power of knowledge</i>	<i>by Andiswa</i>
<i>Against all odds</i>	<i>by Avuyile</i>
<i>You don’t have to go through it alone</i>	<i>by Babalwa</i>
<i>My journey of thorns and roses</i>	<i>by Boniswa</i>
<i>You can do it!</i>	<i>by Colen</i>
<i>The path: not for the faint hearted</i>	<i>by David</i>
<i>Darkness has come, my shadow bids goodbye, but friendship stood firm</i>	<i>by Fumani</i>
<i>Implementing the vision</i>	<i>by Khanyo</i>
<i>My mysterious journey</i>	<i>by Makhosini</i>
<i>Realising my potential</i>	<i>by Mandla</i>
<i>The dream is still alive</i>	<i>by Matamela</i>
<i>Seasons throughout my road to success</i>	<i>by Muofhe</i>
<i>A life I can’t wait for you to know</i>	<i>by Nsuku</i>
<i>Thriving through tough time</i>	<i>by Ntsasa</i>
<i>The rise of a new sun</i>	<i>by Sixolile</i>
<i>The untold tales of varsity</i>	<i>by Tinyeko</i>
<i>The difference between ‘here’ and ‘there’ is courage</i>	<i>by Unarine</i>
<i>Navigating Challenges</i>	<i>by Zizipho</i>

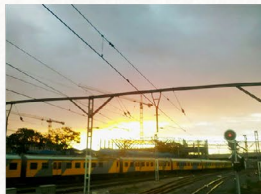
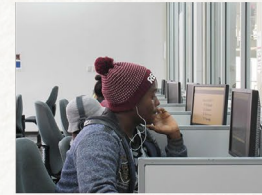
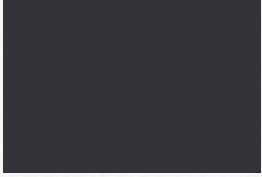
This book provides a visual story of exclusion and inclusion at university, based on the 19 stories listed above. Here are just five of the many reflective comments from students in the group on the power of having a space to tell their own stories, to have these acknowledged and valued:

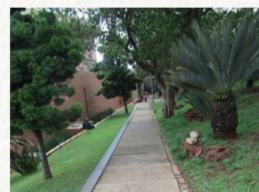
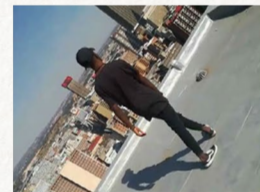
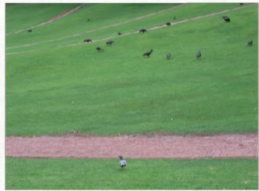
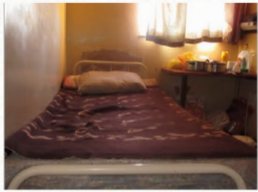
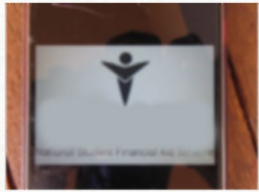
“When I participated in the photovoice project I felt overwhelmed, I felt connection between/ around the team, teamwork. I felt intrigued by other students’ thinking capacity....honestly, I am also grateful for this opportunity”. - Khanyo

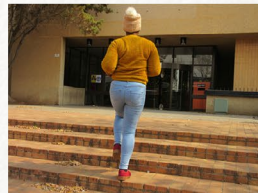
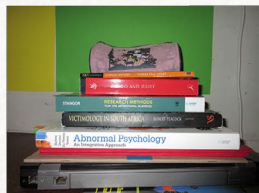
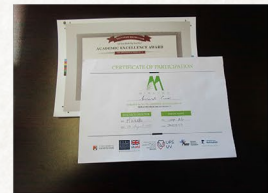
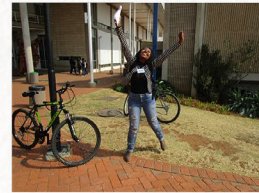
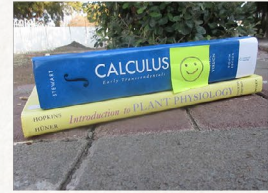
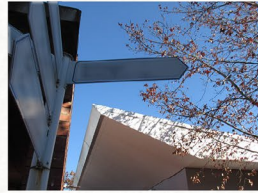
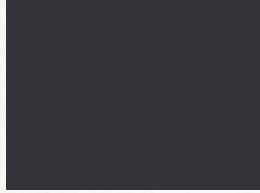
“I felt: 1. Emotional when I viewed other pictures. 2. Excited because I’m exploring new areas. 3. Reminds me of pain I experienced”. - Matamela

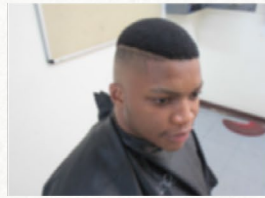
“I felt as if I am really not alone in these struggles of being a university student. This has really taught me to be more appreciative of what I have and I am really proud of all the achievements I have made and all obstacles I have overcome”. - Muofhe

“I learned one should own his/her truth and not let it weigh him/her down. Pictures can actually tell a tale, when given a voice”. - Boniswa









Miratho Team

Melanie Walker

Mikateko Höppener

Patience Mukwambo

Monica McLean

Ann-Marie Bathmaker

with 19 students from Free State, Limpopo and Gauteng.

Project Consultant

Carmen Martinez-Vargas

Book Designer

Sander van Leusden

OUR COMMON STORY:

English **THE BITTER TRUTH OF SUCCESS**

Sotho **HO Fihlella Katleho ka Boima**

Tsonga **Ntiyiso wo vava hi ku humelela**

Venda **Ngoho i kalakataho ya u bvelela**

Xhosa **Inyaniso ekakra yempumelelo**

Zulu **Amaqiniso angephikiswe ngempumelelo**



The Unknown.

The excitement of going to university! Then, journeying to a completely unfamiliar place. We do not know what to expect. What will the University be like? What will learning be like? What will it mean to be a university student?

Se sa Tsejweng.

Nyakallo ya ho ya univesithi! Ka morao ho moo, leeto ho ya sebakeng se sa tlwaellehang hohang. Ha re tsebe hore re ka lebella eng. Univesithi e tla ba jwang? Ho ithuta ho tla ba jwang? Ho tla bolela eng ho ba moithuti wa univesithi?

Leswi nga tivekiki.

Nyanyuko wa ku ya eYunivhesiti! Kutani, u endzela endhawini leyi u nga yi tolovelangiki. A hi tivi leswi hi faneleke ku swi langutela. Yinivhesiti yi ta va nhjani? Ku dyondza ku ta va njhani? Xana swi ta vula yini ku va muchudeni wa le Yunivhesiti?

Zwi sa ðivhei.

Dakalo la u ya univesithi! Ha tevhela, lwendo lwa u ya fhethu hu sa ðivhei na luthihi. A ri ðivhi uri ri lavhelela mini. Yunivesithi hu ðo vha ho tou ita hani? U guda hu ðo vha hu hani? Zwi ðo amba mini u vha mutshudeni wa univesithi?

Okungaziwayo.

Imincili yokuya eyunivesithi! Emva koko, luhambo oluya kwindawo engaqhelekanga. Asinalwazi ngento ekufanele ukuba siyilindele. Iyunivesithi izakuba yindawo enjani? Ukufunda kuzakubanjani? Kuthetha ntoni ukuba ngumfundi waseyunivesithi?

Isimo Esingaziwa.

Isasasa lokuya enyuvesi! Uzithola, usuya endaweni ongayazi sampela. Asikwazi esizohlangabezana nakho. Ingabe kuzoba njani enyuvesi? Ingabe kuzoba njani ukufunda khona? Kuzosho ukuthini ukuba yisitshudeni sasenyuvesi?



Imali!

Ukwesweleka kwemali kuphazamisa yonke into. Kuphazamisa izifiso zethu zokuba nekusasa eliqhakazile.

Imali!

Lack of money hinders everything. It stops us from pursuing dreams of a bright future.

Tjhelete!

Ho kgaello ya tjhelete e setisa ntho enngwe le enngwe. Ho re thibela ho tswelapele ka ditoro tsa rona tsa bokamoso bo tjhabileng.

Mali!

Ku pfumaleka ka mali swi sivela hinkwaswo. Swi hi sivela ku landza milorho ya hina ya vumundzuku byo vangama.

Tshelede!

U shaya tshelede zwi thivhela zwoqhe. Zwi ri imisa u bveledza miloro yashu ya vhumatshelo ha khwiqe.

Imali!

Ukunqongophala kwemali kuthintela yonke into. Iyasiyekisa ukuba sifezekise amaphupha ekamva eliqaqambileyo.



Hlala okanye Uhambe.

Imiceli-mngeni yezemali isenza ukuba sizive sivalelwe ngaphandle, zonke iingcango zitshixiwe kuthi.

Phila noma Uyeke.

Izinkinga zezimali zenza sizizwe sengathi sivaleleke ngaphandle, sikhiyelwe yonke iminyango.

Live or Leave.

Financial challenges makes us feel we are being shut out, all doors are locked to us.

Phela kapa Tlohela.

Diphephetso tsa ditjhelete di etsa re ikutlwe re kwaletswe kandle, mamati ohle a notleletswe.

Hanya kumbe u Suka.

Mintlhontlho ya swa timali yi endla leswaku hi titwa hi pfaleriwa ehandle, hi khiyeriwile timbati hinkwato.

U tshila kana u Tuwa.

Khaedu dza masheleni dzi ita uri ri pfe ro siiwa nnda, mahothi othe kha rinne o honelwa.



Mbilaelo na u Tshumisano.

U shaya tshelede zwi amba u shaya khetho nahone ro tea u dzhia nyimele dza kutshilele dza vhushai kana u dzula ro pwanyeledza-na ri khou dzula na mañwe matshudeni mavhili, mararu kana maña, ri tshi bikela kha lufhera luṭuku – u tou itela uri ri vhe na ha u dzumba ṭhoho. Ri dzula ri si na zwiḽiwa kana tshelede ya zwiendedzi yo linganaho.

Iinkathazo nokuHlangabezana.

Ukunqongophala kwemali kuthetha ukunqongophala komkhethe kwaye kufuneka ukuba sikhethe iimeko zokuphila ezimbi nezixineneyo. Sisoloko singenanto eyaneleyo yokuba sitye okanye imali yothutho.

Ukukhathazeka Nokwamukela.

Ukwesweleka kwemali kwenza ukuthi sibe ngenakho ukuzikhethele okusho ukuthi kumele sihlalisane ngokuminyana ngababili, ngabathathu, ngabane nezinye izitshudeni, siphekele egunjini elincane - inqobo nje uma sinendawo yokufihla amakhanda ethu. Sihlala singenako ukudla okwanele noma imali eyanele yokugibela.

Worries and Compromise.

Lack of money means lack of choice and we must opt for poor and cramped living conditions, sharing with two, three, four other students, cooking in a small room - just to have a roof over our heads. We do not always have enough to eat or money for transport.

Dingongoreho le ho Amohela ka Lekgonono.

Kgaelllo ya tjelete e bolela kgaello ya kgetho, mme re tlameha ho kgetha tshotleho le maemo a bodulo a petetsaneng moo re dulang le baithuti ba bang ba babedi, bararo, ba bane, ho phehela ntlong e nyane- hore feela motho a be tlasa marulelo. Re dula re sena dijo tse lekaneng kapa tjelete bakeng sa dipalangwang.

Ku Vilela na ku Pfumelela.

Ku pfumala mali swi vula ku pfumala ku hlawula nakona hi falele ku pfumela vusiwana na swiyimo swa rihanyu swo manyana hi ku tshama hi ri machudeni mambirirhimbirhi, manharhunharhu, munemune, hi swekela exikamaranini xintsongo – ntsena ku va na ko etlela kona. Hakanyingi a hi na swakudya swo ringana kumbe mali ya xifambo.



Swirhalanganyi Endleleni ya Yunivhesiti ya Hina.

Hikokwalaho, endlelo ro dyondza ra hina ra tika.

Zwithivheli kha Gondo lasha la Yunivesithi.

Zwenezwo, na maitele ashu a u guda o thivhelwa.

Izithintelo kwiNdlela yaseYunivesithi yethu.

Ngoko ke, inqubo yethu yokufunda ithintelekile.

Izinkinga esihlangabezana nazo emaNyuvesi.

Ngakho, ukufunda kwethu kuyaphazamiseka.

Obstacles in our University Path

So, our process of learning is hindered.

Ditshitiso Tseleng ya rona Univesithi.

Ke hona, mosebetsi wa rona wa ho ithuta o ya sitiseha.



Ho Hloleha Dithutong.

Thuto ke senotlolo sa rona bophelong bo atlehileng. Ho fedile. Ha re kgone ke mathata a tjhelete hammoho le ho itekanyetsa mosebetsing wa rona o mongata.

Ku Tsandzeka eka swa Tidyondzo.

Dyondzo i khiya ra hina ro ya eka vutomi bya ku humelela. Ri tshovekile. Ha tsandzeka ku tiyisela mintlhontlho ya swa timali na ku ringananisa ntirho wa hina.

U kundelwa ha Akademi.

Pfunzo ndi yone khoṅo ya vhutshilo vhu bvelelaho. Yo kwashekana. A ri koni u livhana na khaedu dza masheleni na u linganyisa muhwalo wa mushumo.

Ukungaphumeleli kwiMfundo ephakamileyo.

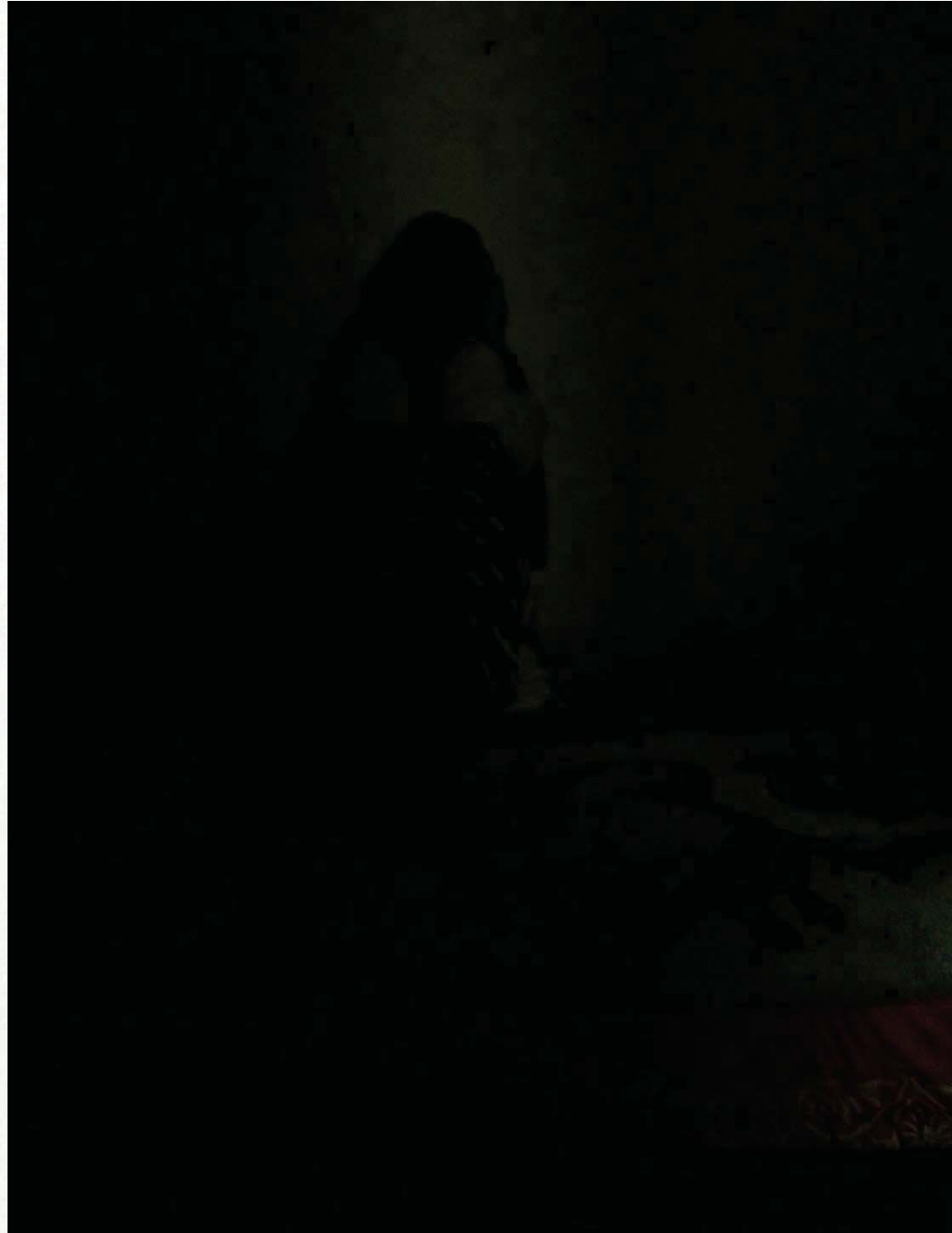
Imfundo sisitshixo sethu esiya kubomi bempumelelo. Yophukile. Asinako ukumelana nemiceli-mngeni yezemali kwaye silungelelanise umthwalo womsebenzi wethu.

Ukwehluleka Ezifundweni.

Imfundo ukhiye wethu wempilo engcono. Uphukile. Asikwazi ukumelana nezinkinga zezezimali kanye nokumelana nomthwalo wethu.

Academic Failure.

Education is our key to a successful life. It is broken. We are unable to cope with financial challenges and balance our workload.



The Struggle is Real.

Depression follows isolation, money worries, poor academic performance, and thinking negatively.

Bophelo ke Ntwa.

Kgatello ya maikutlo ho etsahala ka mora ho itsheka thajana, matshwenyeho a tjelete, tshebetso e mpe dithutong le ho nahana dintho tse sa lokang.

I Nyimpi Hakunene.

Ntshikelelo wu landzela ku hambanisiwa, swivilelo swa mali, matirhelo eka swa tidyondzo lama nga enerisiki, na ku ehleketa swo ka swi nga ri kahle.

Muombano ndi wa Vhukuma.

Mutsiko u tevhela mupingo, mbilaelo dza tshelede, kushumele kwa akademi ku sa takadzi, na kuhumbulele ku si kwavhuḽi.

Ukusokola yiNyani.

Ukudakumba kulandela ukuba wedwa, imali iyakhathaza, ukuqhuba kakubi kwimfundo ephakamileyo, kunye nokucinga kakubi

Ukuzabalaza Kuyinto Ekhona.

Ingcindezi ilandela ukubekelwa eceleni, ukukhathazeka ngemali, ukungasebenzi kahle ezifundweni zethu nokucabanga izinto ezimbi.



Ngakho, Kumele Sijwayele.

Futhi sikwenze ngokushesha. Ukuzihlola ubuwena nokunqoba ukungezwani kanye nokulungela ukuba yisitshudeni sasenyuvesi.

Then, Adaptation.

The quicker the better. Being introspective and overcoming the differences and being able to fit in as a university student.

Ka mora moo, Amohela Maemo.

Ho amohela ka potlako, ho molemo. Ho itekola le ho hlola diphepetso le hore o kgone emela maemo a ho ba moithuti wa univesithi.

Ku Landzela Matolovelelo.

Swa antswa ku hatla u tolovela. Ku tikambela na ku hlula ku hambana na ku kota ku ringanela ku va muchudeni wa yunuvhesithi.

Ha tevhela, U qowela.

Ndi khwiṅe zwi tshi ṭavhanya. U qisengulusa na u kunda phambano na u kona u tou kwakwakwa sa mutshudeni wa univesithi.

Emva koko, Kukuziqhelanisa.

Xa kungona kukhawuleza kungona kubabhetele. Ukuziphicotha nokoyisa iiantlukwano kwanokuba nako ukulungelelana njengomfundi wase yunivesithi.



Isitya seSiqhamo.

Namphina umfundi unokuthatha iqhekeza lesiqhamo. Kwenzwa umahluko ukubanonakekelo, inkxaso yabafundisi kunye nobudlelwane nabo. Ngamanye amaxesha abafundisi – kodwa ingengabo bonke okanye uninzi lwabo - bayabandakanyeka kwaye banceda abafundi ukuba baphumelele ngokwemfundo ephakamileyo.

Indishi Yezithelo.

Noma yisiphi isitshudeni siyakwazi ukuzithathela ucezu lwesithelo. Kuletha umehluko uma abafundisi basemanyuvesi bekukhathalela futhi bekweseka. Kwesinye isikhathi abafundisi basemanyuvesi - hhayi bonke kodwa iningi labo - abazibandakanyi ekusizeni zonke izitshudeni ukuba ziphumelele ezifundweni zazo.

The Bowl of Fruit.

Any student can take a piece of fruit. It makes a difference to have the care, support of lecturers, and a good relationship with them. Sometimes lecturers – but not all or even many - do get involved and help all students succeed academically.

Sejana sa Ditholwana.

Moithuti le ha e le ofe o inkela tholwana. Ho etsa phapang ho fumana tlhokomelo, tshehetso ya barupedi le hoba le setswalle le bona. Ka dinako tse ding barupedi - empa eseng kaofela kapa bongata ba bona - ba ya ikamahanya le ho thusa baithuti bohle ho tswelella dithutong.

Ntewani wa Mihandzu.

Muchudeni un'wana na un'wana a nga pambula xiphemu xa handzu. Swi tisa ku hambana ku va na nhlayiso, nseketelo wa valeteri no va na vuxaka na vona. Mikarhi yin'wana valeteri – kambe ku nga ri hinkwavo kumbe votala – va nghenelela na ku pfuna machudeni hinkwavo ku humelela eka swa tidyondzo.

Tshigoqelo tsha Mitshelo.

Mutshudeni a nga dzhia tshipida tsha mutshelo. U vha na ndondolo zwi a ita phambano, thikhedzo ya vhoqekitshara na vhushaka navho. Nga huñwe vhoqekitshara - -fhedzi hu si vhoqhe kana hu si vhanzhi – vha a dzhenelela na u thula matshudeni oqhe uri a bvelele lwa akademi.



Vhukonani.

Tshumisano ya thimu na khonani dzi tshi tshimbila dzothe zwi livhisa kha mvelelo dzavhuḏi, u bveledza ndivho u itela uri ri dzulisee na u bvelela zwavhuḏi kha vhupo uvhu vhu songo ḏowelea.

Ubuhlobo.

Ukusebenza ngokwamaqela kwaye ukusebenza kunye kwabahlobo kukhokelela kwiziphumo ezintle, kunika iinjongo ukuze sibenako ukuzinza kwaye siqhubele phambili ngokufanelekileyo kulo mmandla ungaqhelekanga.

Ubudlelwane nabangane.

Ukusebenzisana njengeqembu nokuba ngabangane abahambisanayo kuyaye kube nemiphumela emihle, kwenza sikwazi ukufinyelela izinjongo zethu, sikwazi ukwejwayela nokuba nenqubekela phambili enhle kule ndawo esingayijwayele.

Friendship.

Team work, and friends walking together leads to good results. Delivering goals so we can settle and progress effectively in this unfamiliar environment.

Setswalle.

Tshebedisano le le sehlopha mmoho le metswalle, le tshwarisane ho lebisa sephethong se setle, ho fihlella diphelelo hore re tle re be le tswelopele e bonahalang maamong a na a sa thabiseng.

Vunghana.

Ku tirha hi ntlawa na vanghana lava fambaka kun'we swi kongomisa eka mbuyelo lowunene, swi tisa swikongomelo leswaku hi tshamiseka na ku ya emahlweni kahle eka mbangu lowu hi nga wu tiviki.



Ku Humelela eku Tikeni.

Hambiloko hi langutana na swirhalanganyi, hi kota ku kula handle ka ku lawuriwa hi mbangu lowu nga riki kahle eka machudeni yo tanihi hina. Mikarhi hinkwayo ku na ku cinca.

U bvelela naho hu na Vhukondi.

Naho ri tshi livhana na zwithithisi, ri a kona u aluwa hu si na ndavha na vhupo vhune ha sa fare matshudeni a nga ho riṅe zwavhudi. Hu dzula hu na u didzudzanyulula.

Ukuzama Ebunzimeni.

Nangona sijongene nezithintelo eziqhubekayo, siyakwazi ukukhula kungakhathaliseki kummandla ongathandekiyo kubafundi abafana nathi. Kusoloko kukho ulungelelwaniso.

Ukuzabalaza Ezimweni Ezinzima.

Nakuba sihlala sibhekana nezinkinga, siyakwazi ukukhula nakuba isimo singavumelani nezitshudeni ezifana nathi. Siyakwazi ukwenza isimo sivumelane nathi ngaso sonke isikhathi.

Thriving through Difficulty.

Though we face ongoing obstacles, we manage to grow regardless of the environment that is not favorable to students like us. There is always an adjustment.

Ho hahamalla pele le ha ho le Boima.

Le ha re shebane le ditshitiso, re kgona ho hola ho sa natsehe maemo a seng matle ho baithuti bakang rona. Ka dinako tsohle maemo a ya tlwaelleha.



Tiisetso e Tswala Katleho.

Boikitlaetso le ho sebetsa ka thata ha rona, tshehetso ho tswa ho ba ba bang le tshepo ho tswa malapeng a rona, ho tla re ntsha lefifing ho kena leseding.

Ku Vonakala Emakumu.

Ku tiyimisela na ku tirha hi matimba ka hina, nseketelo wa van'wana, na mitshembo ya mindyangu ya hina swi ta hi susa emunyameni swi hi yisa eku vonakaleni.

Tshedza Magumoni.

Vhuḏiimiseli hashu na u shuma ro ḏifunga, thikhedzo ya vhaḏwe, na fulufhelo la miḏa yashu zwi ḏo ri ḏisela tshedza u bva swiswini.

Ukukhanya Ekugqibeleni.

Ukuzimisela kwethu kunye nokusebenza nzima, inkxaso yabanye abantu, kunye namathemba eentsapho zethu zizakusizisela ukukhanya obuvela ebumnyameni.

Impumelelo Ihlale Ikhona Ekugcineni.

Ukuzimisela kwethu nokusebenza kwethu kanzima, usizo esiluthola kwabanye, kanye namathemba emindeni yethu kusilethela ukukhanya.

Light at the End.

Our determination and hard work, the support of others, and our family's hopes will bring us into light from darkness.



M I R A T H O