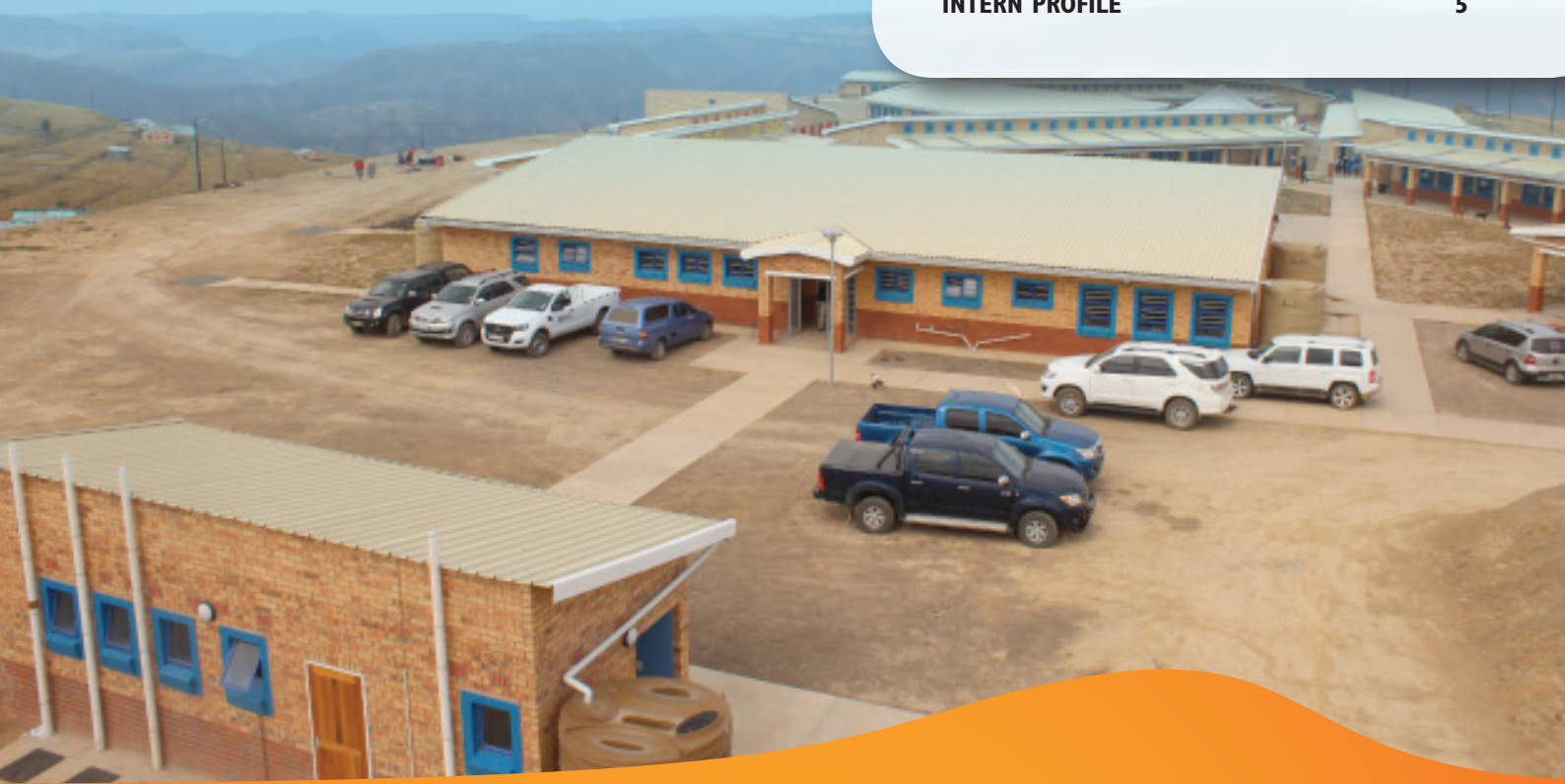


# THE ASIDI BRIEF

Helping to restore dignity in education

Volume 18 | April 2018

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basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# END OF THE DRY SEASON

The GPS takes me through the fastest route to the school and at the bottom of a hill proudly announces, "You have arrived at your destination". Except, I haven't. I look down at the map and it has a message, "Would you like to walk the rest of the way?" I decline silently and spot two girls walking from a

village towards the dust road. They tell me the school is around the hill. Normally in rural areas, that means another 10 km or so but they add, "Just after the bus stop." I drive around the hill and spot "Bus stop" painted on a rock and the school building emerge just after and I smile. ASIDI always makes you smile.



The brand new Enhlahleni primary School in Dannhauser, about 25 km from Dundee, proudly stands on a hill dominating the rural landscape and a very small local store with faded Luck7 branding. The project has just been completed by the Adopt-a-school Foundation on a model that goes way beyond providing project cycle jobs for local communities. It is a story worth telling.



# ADOPT-A-SCHOOL FOUNDATION

**A**dopt-a-School Foundation is a non-profit organisation aims to improve teaching and learning conditions in South Africa's rural and disadvantaged schools. Through a model of Whole School Development, Adopt-a-School seeks to improve basic infrastructure using a community based building model; empower and upskill school leadership; provide professional development programmes for educators and academic support for learners; improve school safety and security and improve the health and welfare of learners.

The partnership between the DBE and Adopt-a-School Foundation involves the transformation of three schools in the Amajuba district in KwaZulu-Natal, namely Lembe, Enhlanhleni and Ingweniphaphama Primary Schools. Our focus in this edition is Enhlanhleni which typical of all ASIDI schools comes with the following infrastructure:

State of the art facilities
<b>Educational spaces</b>
7 new classrooms
Grade R facility, including: ablution facilities, kitchen and sickbay Educational resources Grade R practitioner training
Media centre, including: Resources: Library books and ICT equipment Educator development
Multipurpose classroom
Science laboratory, including: Science equipment – apparatus, chemicals, classroom resources Science educator development
<b>Administration spaces</b>
Offices: Principal's office; HOD's offices; administration office, counselling office
Storage areas
Strong room
Printing room
Staff room
Sick room
Kitchenette

State of the art facilities
<b>Education Support spaces</b>
Nutrition centre, including: Kitchen and Nutrition centre Food storage facility Food garden
Sports field
Ablution facility
<b>Other</b>
9 x parking bays
Security fence
Electrical installations

## Beneficiaries

- 275 learners
- 9 educators
- 3 members of school leadership
- 86 temporary job opportunities created

# HUMAN CAPITAL DEVELOPMENT

## Whole School Development

### Management and leadership support

Strategic planning and teambuilding programme

Advocacy and strategic planning and leadership workshops have been conducted in all three schools and strategic plans have been put into action. Further skills development interventions will include leadership and governance, ECD practitioner training, librarian training and educator development in mathematics, science, ICT, language and literacy and numeracy. In an effort to address some of the many socio-economic challenges affecting these learners, a support programme for orphans and vulnerable children will be established. All children will have their eyesight tested and those that need will be prescribed spectacles or further medical care. In addition to the Adopt-a-School's Whole School Development initiatives, the DoE will be providing a CAPS refresher course, a Facilitation Methodologies Refresher Programme and a Curriculum Management and Assessment Refresher Programme. The project will run for a total of five years ensuring that the schools are fully capable of standing on their own when Adopt-a-School exits the project.



The Whole School Development model, in addition to infrastructure needs, addresses teacher development, provision of resources, leadership and management development and academic and social welfare support for learners. Included in the budget of R57 million was additional whole school development projects valued at R6 million. Over and above the project management services, Adopt-a-School Foundation has contributed executive support services to the value of R2 million to the overall management of the project. This support has included financial services, project documentation and communications support and executive guidance and management.

The Foundation's community-centric building model has led to the creation of close to 200 temporary job opportunities and the transfer of many construction skills to the local communities. This focus has had a positive influence on the community and their commitment to support and maintain their new schools. With infrastructure complete, the additional development programmes will continue until the schools are fully capable of standing on their own.



# INTERN PROFILE



**Name:** Mzambia Maseko.

**Gender:** Male.

**Age:** 29.

**Qualification:** N6 in civil engineering and building construction.

I was born in Mount Frere and also grow in Mount Frere in Cabazi location, it was a very happy growing there living with my family. I did my primary school at Siqhingeni JSS and secondary at Osborn SSS. I always wanted to be a bricklayer when I was growing up but when I got to tertiary level I was introduced to this faculty which I was very impressed with and I choose Civil Engineering. I really like it and am enjoying it because it also teaches me how to communicate with other people on site how to deal with problems and how to overcome them.

I am gaining valuable experience at the Sulenkama JSS site. I supervise the work on site, do site diary, the setting out, making test cubes, and also taking levels using a laser machine. It is a far cry and different world from my upbringing! The internship is good for my career because I apply what I learn from school and I am gaining a lot and still learning more things on site. In future I would like to own my own construction company so that I can create jobs. I don't want to forget where I have come from.

## ASIDI UPDATE

Province	Inappropriate Structures	Water	Sanitation	Electrification
Eastern Cape	145	271	171	202
Free State	20	53	12	50
Gauteng	0	0	14	2
KwaZulu Natal	1	206	103	58
Limpopo	3	104	88	5
Mpumalanga	5	36	38	45
North West	2	3	10	0
Northern Cape	1	5	13	2
Western Cape	25	3	19	8
<b>Total</b>	<b>202</b>	<b>681</b>	<b>468</b>	<b>372</b>

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