

# THE ASIDI BRIEF

Helping to restore dignity in education

February 2016 | Volume 12

<i>ASIDI'S CONTINUING IMPACT</i>	2
<i>A VALUE ADDING PROGRAMME</i>	3
<i>ADOPT A SCHOOL FOUNDATION</i>	4
<i>OFFICIAL OPENING OF SCHOOLS</i>	5
<i>MAINTENANCE TRAINING ON WATER, SANITATION AND HEALTH</i>	6



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



ASIDI  
Accelerated Schools Infrastructure Delivery Initiative

# ASIDI'S CONTINUING IMPACT

The ASIDI programme is a transformative initiative whose impact will endure for years to come. While it is true that “you cannot manage what you do not measure”, it is equally true that one cannot measure levels of dignity either. At a very important community wellbeing level, the ASIDI programme is helping to restore dignity to rural and urban under-privileged education. For parents and communities in general, there is a sense of self worth and acknowledgement that the democracy dividend has come to their door step. For learners and educators, there is

immense pride in attending a state of the art school and many of them have indicated that they can no longer be embarrassed about attending a dilapidated school. That intangible feeling following the restoration of self esteem and the future successive years of improved school performance as a result of the new enabling environment is the real and priceless impact of the ASIDI programme. In pursuit of this investment in the future of the country, the following has been achieved to date:

ASIDI PROGRAMMES	STATUS QUO
School building	<ul style="list-style-type: none"> <li>• Replacement of Inappropriate schools-<b>510</b> projects identified;</li> <li>• <b>299</b> have been allocated to Implementing Agents (IAs)</li> <li>• <b>135</b> have been completed</li> <li>• <b>165</b> are at various stages of planning, procurement of contractors and construction</li> <li>• <b>211</b> schools in EC with low learner enrolment figures are affected by the schools rationalization process by EC DOE and have not yet been awarded to IAs.</li> </ul>
Provision of water *	<ul style="list-style-type: none"> <li>• <b>1120</b> projects identified</li> <li>• <b>959</b> allocated to IAs</li> <li>• <b>571</b> schools have been provided with water</li> <li>• <b>388</b> schools are at various stages of procurement of contractors and construction.</li> </ul>
Provision of decent sanitation *	<ul style="list-style-type: none"> <li>• Sanitation -<b>741</b> projects have been identified</li> <li>• <b>585</b> projects have been allocated to IAs.</li> <li>• <b>410</b> schools have been provided with sanitation</li> <li>• <b>175</b> schools are at various stages of procurement of contractors and construction.</li> </ul>
Provision of electricity *	<ul style="list-style-type: none"> <li>• Electricity-<b>916</b> projects identified</li> <li>• <b>535</b> allocated to IAs</li> <li>• <b>294</b> schools have been provided with electricity</li> <li>• <b>241</b> schools are at various stages of planning, procurement of contractors and construction</li> </ul>
Socio-economic impact	<ul style="list-style-type: none"> <li>• <b>27 739</b> job opportunities created **</li> <li>• <b>162</b> internship opportunities.</li> </ul>

\* Basic services are provided to schools that previously had none, over and above the schools being built to replace schools built from inappropriate material.

\*\* Job opportunities are created by project cycle of an average of 12 to 15 months, with the attendant invaluable skills remaining in the community. The interns are from built environment institutions.

# A VALUE ADDING PROGRAMME BEYOND THE BUILDING SITE

Far from the spotlight, in rural communities across the country, the ASIDI programme is adding value to communities. The Adopt A School Foundation does a lot more than just build schools. It builds communities.



# REPORT FROM ADOPT-A-SCHOOL FOUNDATION

Adopt-a-School Foundation has been working with the Department of Basic Education in KwaZulu-Natal since 2014 to rebuild Lembe, Enhlanhleni and Ingweniphaphama Primary Schools as part of the national plan for the eradication of mud schools in South Africa. The project aims to transform these three schools into centres of excellence in teaching and learning for rural communities in the Amajuba district near Richards Bay.

The project has involved demolishing the mud structures and constructing new facilities for all three schools. We estimate that infrastructure development will be completed by the end of February 2016. Advocacy and strategic planning workshops have been completed and strategic plans have been put into action in each school. Skills development interventions will include everything from librarian training to educator development in ECD, mathematics, science, ITC, language, literacy and numeracy.

The infrastructure progression has been successful with over 190 job opportunities created and over 40 of those granted for women.

Adopt-a-School Foundation is currently busy with a literacy and Early Childhood Development programme with the Zimisele Training Academy and the Linkit to Learn programme. This programme has been a highlight for Adopt-a-School Foundation and we are proud to report on significant improvements and developments in the Foundation phases of these schools.

Linkit to Learn is a multi-sensory phonetic programme which uses games and cognates. It uses games and words in Zulu, Xhosa and Sotho which correspond as closely as possible to the English language and aim to promote reading for meaning.

All three schools used a book-based style of teaching reading – which results in purely sight reading and not comprehension. Emphasis is placed on teaching the words of the alphabet and not the sounds. We provided the schools with specially designed tools which they were trained on and given intensive classroom based development support over a number of weeks.

The feedback from the educators has been positive. Educators found the workshop fun and informative, with a level of instruction that was clear and easy to understand. We hope that educators themselves will continue to work on using the English vocabulary in their personal lives in order to grow more comfortable with teaching English. We hope that they master the use of the new resources and share their new knowledge with neighbouring schools.

Andisiwe Hlungwane is one of the Adopt-a-School Foundation Programme Managers working on the ASIDI programme. She specifically highlights the commitment of the educators in all three schools as being outstanding. Educators have given up their holidays and weekends to attend the various training programmes. She says that they are enthusiastic and ready to make their classrooms as interactive as possible. They

understand that learning in the Foundation Phase is an active process.

“Walking into the Grade R classrooms at these schools is like walking into a Grade R classroom at any former model C school. Each of the classrooms are now visually stimulating to the learners. There are new posters and many teachers have made their own posters. It is very empowering to see this, as they no longer need to wait for resources to be provided – they are able to produce their own.” Andisiwe goes on to highlight how the workshops allowed the teachers from the three different schools to interact with each other. It has been an encouraging process where teachers realise that they are not alone and that together they can come up with solutions for day to day challenges in the classroom.

In the urban areas, the ASIDI programme is steadily making an impact on the vagaries of life in economically depressed areas. Parents and school Principals have reported that school children who had previously been lured in to street gangs, along with the attendant alcohol abuse, violence and teen pregnancy are heading back to school in droves, wearing their uniforms with pride. At Knysna secondary school, learners have proudly spoken of the new school remaining graffiti and gang free, something that was a scourge in their old school premises. It may seem like a trivial thing until one understands the role that graffiti plays in gang culture as opposed to art. At Rosewood secondary school in the parents are meeting the school principal on weekends to attend clinics on how to actively get involved in their children’s education with techniques on helping their children with activities like reading and homework being taught to them. This is a game changer for the community. Its results are not immediately visible but in a few years’ time, the positive effect will be telling. At Sophumelela secondary school, winter schools are now a week longer, keeping children off the streets and anti-social behaviour and keeping them focused on what matters most; their education. These are not isolated stories. In many schools, in word and deed, one senses the fierce determination of teachers and principals to ensure a better future for the children under their wings.

In a country that is still healing from a bitter past and still working on trying to bridge the yawning chasm between rich and poor, ASIDI is proving to be a vital cog in catalysing sustainable change for the better.



## OFFICIAL OPENING OF SCHOOLS

Communities rarely gather at schools in their hundreds. Official school handover events are the occasion, not only to celebrate milestones, but also to reconnect communities as a whole with their school. It is one thing for parents to have meetings with teachers on individual learner issues, it is quite another when the entire community turns up to recommit to a culture of education in their residential area. Societies do not evolve by themselves; there has to be a driver in the form of an event or person(s) doing new things or old things differently that catches the attention of a community. Societal change is often driven at community level and guest speakers use school opening events to drive home a singular message; education is important.

The ASIDI team continues to bear witness to this unfolding change across the country but in the meantime, a glimpse of the celebrations that take place on official opening day.



# MAINTENANCE TRAINING ON WATER, SANITATION AND HEALTH

As part of the basic services programme, Health & Hygiene and Operations & Maintenance training workshops are conducted project sites. A workshop conducted at Ntithane Primary School in the Gert Sibande Local Municipality, Mpumalanga Province on Water, Sanitation and Health (WASH) Awareness training was a success. Two different workshops were held with the School Management Teams, School Governing Body members and General Workers. The Mvula Trust Social Facilitators were responsible for facilitating the workshops below.

Description	Number of people attended	Number of Women involved
Development of Sustainability Plan workshop	7	5
Water, Sanitation and Health workshop	18	11

## SUSTAINABILITY PLAN WORKSHOP

The sustainability of water and sanitation infrastructure at schools requires the development, implementation and monitoring of a holistic, integrated and multi-stakeholder plan to address the challenges facing sustainability of facilities at most schools in the Mpumalanga Province in particular and the country in general. The school was assisted, through a targeted workshop, to develop a plan that will address key elements of a sustainability plan including, empowerment of schools to operate and maintain the infrastructure appropriately and improved good health and hygiene practices. The workshop was conducted as one of the activities in the sustainability plan to promote improved health and hygiene practices. This included educating learners to take responsibility on proper use of their facilities, including taps in the school.

## WATER, SANITATION AND HEALTH EDUCATION

The implementation of WASH education plans in schools was done to improve learners' health and also increase school attendance and cognitive development. The intention of the WASH education is to promote learners to become agents of behavioural change, who will in turn promote improved hygiene practices within their families and communities.

The scope of the WASH education plan included:

- User education (how to use toilet facilities)
- Operation and maintenance
- Household, food and personal hygiene
- Waste disposal.

This was greatly supported by the school as they demonstrated a high level of participation and enthusiasm to implement the programme and integrate this with their Life Orientation subject. Learners were identified per school to serve as leaders of the programme in an effort to promote peer education as an effective means of transmitting messages. The term "Health and Hygiene Champions" was used to distinguish them from other learners. T-shirts for "Health and Hygiene champions" were distributed as an incentive to improve ownership.

Operation and Maintenance training for spring water and sanitation infrastructure was also conducted by the appointed Service Provider, Lidwala Consulting Engineers. The school was trained on how carry out maintenance work on the water and sanitation facilities. A basic plumbing toolkit was provided to the school, to assist in doing simple repairs of the facilities and avoid worse damage.



Figure 1: O&M Tool Kit

## CONCLUSION

The most important lesson learnt from the processes was that schools gain more awareness of their responsibilities in the sustainability of their facilities, when they come together as a collective and plan. It is imperative that the spring in Ntithane is sustained over a longer duration as it has addressed water supply to the entire community and not only to the school. The land owner's support on this project is highly appreciated.