

April – June 2022



SAEP Newsletter

Be My Hero

Launch of the

#BeMyHero #ChangeTheFuture



In commemoration of Youth Day, Youth Month and beyond, South African Education Project launches **#BeMyHero #ChangeTheFuture** campaign to celebrate local heroes. **Be inspired!**

Donate R200 online now!

Meet the Heroes already featured!

Two post matric program students selected as one of the top 15% of students in their field of study.

SAEP obtains SETA Accreditation for Digital Literacy

New Faces at SAEP



Meet SAEP's New Head of Communications and Fundraising

Mr **Shane Everts** joined the South African Education Project (SAEP) on 16 May 2022 and will be the point of contact on all fundraising and donor relations. He brings extensive experience with international donor relations, specifically Global Fund as well as PEPFAR programs. He has worked in the humanitarian sector for more than 20 years and brings a wealth of knowledge in communications and grant management.

Shane's background in management science inspired a keen interest in management practice in marketing as well as human resources. He is considered a multi-skilled individual dedicated to advancing strategic organisational goals through enhanced management, marketing and effective people practice instilling new vision, passion and engagement at all levels.

You are welcome to contact Shane via email at shane@saep.org.

POPI Compliance

In terms of the POPIA legislation, consent must be obtained directly from you, your consent must be specific, the record of your information must be complete, and your consent must be signed. You have the right to withdraw your consent at any time. SAEP will not share your personal information and your information will only be used as specified by you.

By law, consent of a data subject for the processing of personal information in terms of section 69(2) of the Protection of Personal Information Act, (Act 4 of 2013) must be done in accordance with regulation 6, form 4.

Grant consent now online here!

Early Childhood Development

Research in South Africa and internationally indicates that the early years are critical for development. The period from birth to seven years is a period of rapid physical, mental, emotional, social and moral growth and development. The early years of a child's life are a time when they acquire concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perceptual motor skills required for learning to read and write, basic numeracy concepts and skills, problem solving skills, a love of learning, nutrition and the establishment and maintenance of relationships. It is critical that interventions aimed at making a major impact on the lives of children focus in on the 0 – 5 year olds.

It is in these early years that we know children are also most vulnerable and face the greatest risk. Children are to be found in homes, preschools and schools, after-school care, places of care and at public service institutions such as hospitals and clinics. Here it is most important to note that the adults who are performing parenting, guardianship, care, teaching roles etc. Caregivers should be equipped to identify vulnerability and risk, and to be able to effectively problem-solve on behalf of children. While equipping the adults to serve the needs of children, we have at the same time opportunity to counsel and empower children to cope with their environments.



Registration of ECD Centres

SAEP continues to support ECD centres towards registration compliance, a highlight for the Quarter is the work done in partnership with City of Cape Town to assist municipal clearances for the ECD centres. The City of Cape Town Social Development & ECD is piloting a one stop municipal clearance online portal called the ECD Modernisation tool with the goal of supporting ECD compliance and improving the turnaround time in the processing of ECD municipal applications. SAEP have submitted eight files and is currently waiting on the progress thereof. This is envisaged to assist the red tape and back and forth when it comes to municipal clearances such as land use, zoning, health and fire clearances at the same time giving the City a correct picture of the ECD sector in terms of compliance and causes of non-compliance issues.

Centres with expiring registration continue to be supported, six centres portfolio of evidence has been submitted to DBE for registration renewal.

Toddler Training and Learning Resource Equipping

ECD learning programme provision focuses on providing children with age appropriate, quality inclusive early learning opportunities to progress optimally according to their individual development milestones and needs, while preparing them for school.

The quarter under review saw 20 centres, 40 participants (principal and practitioner/teacher) trained in a high impact structured learning curriculum for the toddler (18months -36months) age group. The 20centres were all equipped with learning resources to use in the classroom and will be supported with on-site mentoring to ensure quality and efficient implementation supporting approximately 450children. In under resourced ECD communities the babies and toddler age groups are usually neglected due to limited resources and focus is given on the older (pre grade R 4-5yrs) preparing them for school. SAEP is striving to change the trajectory and cultivate the importance of play, early learning and optimal child development as core before school readiness.



Figure 1 ECD practitioners inspecting learning resource kits



Figure 2 ECD practitioners interacting with the learning resources for the toddler classroom



Figure 3 Practitioners participating in the Learning Programme training

Child Protection Commemoration

South Africa commemorated Child Protection Week from 29 May – 4 June under the theme, “Let us all Protect Children during Covid-19 and Beyond”. The purpose is to highlight the importance of protecting children from gender-based violence, neglect, lack of primary healthcare and education, and the violation of their constitutional rights.

How effective have we been as a society in protecting our children?

It is of great concern that during the pandemic many children’s constitutional rights were infringed upon daily, and mostly by the very same people who were meant to protect them.

SAEP ECD Program conducted Child Protection Awareness to ECD principals to ensure they were equipped with the skills on how to identify Child Abuse with children in their care, where to refer for support, and how to complete statutory forms.

SAEP Social Worker, Thobeka Mbokazi conducted a series of self-care workshops to support the principals to cope with the impact of their role by first caring for themselves. What stood out was the fact that most of the principals themselves experienced their own traumatic intergenerational cycle of domestic violence, abuse, and neglect.

Thobeka continues to facilitate group-work counselling for the principals on recognition of their self-worth and self-acceptance. The sessions assist principals on a journey of healing, and she refers them for further support with the aim of achieving emotional and mental health to be able to **ensure all children are always protected.**



Figures 4 and 5 - Principals presenting group work in a training session



Schools Indigenous Greening Project in Action

The Schools Indigenous Greening Project aimed at training and empowering schools and communities to plan, plant and maintain indigenous, water-wise gardens. After four series of workshops, learners were equipped with horticultural and practical skills to design and plant indigenous plants at their schools.

Practical implementation of the project commenced with site preparations and planting activities at the following schools: Vukani Primary School, Sophumelela Senior Secondary School, and Zisukhanyo Senior Secondary School respectively.

The learners acquired practical experience on how to work compost into the soil after the site has been cleared and earned practical experience on how to design with plants taking into consideration the direction of sun, direction of wind, plant forms, plant sizes, evergreen trees and deciduous trees. Amongst the indigenous water-wise plants planted were Aloes, Spekbooms, Crassulas, and many more.



Primary School Program: Excitement Runs High for Grade 4 Learners!

Our Grade 4 cohort had a fantastic outing to Save Our Seas by the Sharks Education Centre in Kalk Bay. On arrival, they were exposed to sea creatures and plants, including sea stars, abalone and anemone, to name but a few. Facilitators gave an educational talk on sharks, their origin and different species. The talk included safety cautions when they get to the sea such as the meaning of the different flags that show availability of Sharks in the water indicating whether it is safe to be in the water.



Learning About Biodiversity

Grade 3 and 4 learners visited Kirstenbosch Botanical Gardens. They got to do people and plants kind of workshop activity, where they were taught about different species of indigenous plants. The learners had the opportunity to explore the botanical gardens and were engaged in an activity that requested them to go out in the garden to go and identify the kind of species they were assigned to search for. These included medicinal and other kinds of herbs and those with fragrances which are used to produce the smells of perfumes. A meditation session followed in a quiet space in the garden to promote focus and relaxation. The most exciting part was walking along the boomslang walkway and exploring the tree canopy of the garden.



Secondary School Program: Curriculum Aligned Experiential Learning

On the 10th of June 2022, Hope Scholars from Sophumelela High School went on an education excursion at Kirstenbosch, the excursion provided learners with experiential learning that supported their CAPS curriculum.

The learners played the Sustainability game where they were required to identify plants, harvest fish sustainably and in the process covered topics which included deforestation, destruction of wetlands as well as climate change.

The outdoor session aimed at exposing the learners to fauna and flora in the fynbos biome and the co-existence with humans. This was an incredible experience to the learners as they had an opportunity to physically see plants that their ancestors historically used for medicinal purposes.

The knowledge acquired on the excursion will help them to maintain the garden they planted at their school through the Schools Indigenous Greening Project.



Post Matric Program

Bridging Year Hike

30 Bridging year students attended a environmental education hike on 29 April at Elsie's Peak to debrief and speak on issues regarding life on campus at their respective institutions, mental health and other tertiary challenges. The hike was to facilitate discussions and promoted wellness outside the academic space.



SEAP Obtains SETA Accreditation for Digital Literacy

In terms of the ETQA Regulations No: R 1127 of 1998 of the SAQA Act 58 of 1995, the MICT SETA is granted the responsibility to accredit, and quality assure constituent education and training providers that deliver education and training that falls within the primary focus of the MICT SETA. On 18 March 2022, a final decision was taken to award the status of **PROVISIONAL ACCREDITATION** to **SOUTH AFRICAN EDUCATION PROJECT** for Information Technology, Media, Advertising and Electronics training from 18 March 2022 until 17 March 2024.

Career Expo

SAEP hosted its annual career exhibition on Friday, 20 May 2022 for the post matric program students. The exhibition was highly informative, and students found it to be exciting as they received a lot of information relating to their career interests. Students now know which subjects to focus on to pursue a future career in their chosen industries. SAEP regards the Career Expo as an important opportunity for their students to become exposed to career options and subject groupings and is well supported by Universities and TVET colleges. The event attracted institutions across higher learning space and provided them the opportunity to develop collaborations and long-term partnerships with SAEP. Higher Learning & Skills Development Education providers sharing information on the following:

- Admission requirements
- Course details
- Career decision making & Motivational Speakers
- Bursaries & Student Loans Information
- Student Accommodation

Notable Achievements

Two of the post matric program students from UWC and UFS were selected as one of the top 15% students in their field of study by Golden Key.



Earth Day Talk by SANParks

Post Matric interns attended a talk hosted by SANParks in May to raise awareness of the Earth Day.



The South African Education Project (SAEP) is a non-profit organisation (NPO 028 310), based in Cape Town, South Africa.

Since 1994, we have provided education, life skills, and psycho-social support programmes for children youth and education providers.

Contact Us

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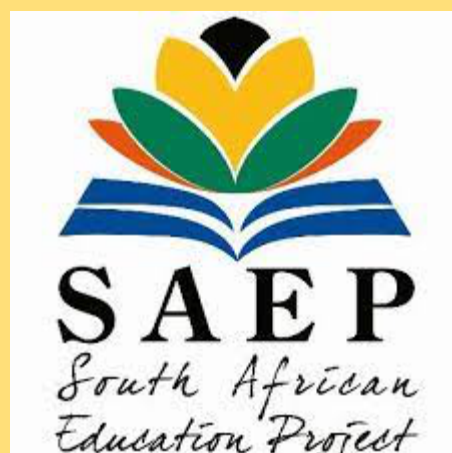
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CONSENT OF A DATA SUBJECT FOR THE PROCESSING OF PERSONAL INFORMATION

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