

.

/

\_ 1' h. 335 3-3on

l%ou x 1' woz 'OBONA

Early Childhood Community Service Group

R0. BOX 16398

DOORNFONTE

1. GOALS AND OBJECTIVES 4 2M8 W

1.1 GOALS:

\_ TD assist diaadvantaged cwmunitieg idmhtify what ymung children need to develop their full human potential.

T0 aasist community groups to work tmghther ta ma4t thw needs of all young Children in the communityu

OBJECTIVES:

Educational Research

To cohoperate and Ehare skills with Other Drgahiaatimha with Similar goalag

T0 develmpe appropriate alternative and prugreasive education through adapting the approach Of Dru Maria Montessori;

To establish the undergtanding and recugnitiiah at the rights of all children;

TD regearch and develop good quality, IDNWCDBt Early childhnmnd care and Education which mmuld be accegsible for all children;

TD develap a training manual in acceaaiahle langu&g& so that skilla can he shargd through digtancm training;

Training

To facilitate community building through the devalummmht at community baaed care and education Eerviceag'

To provide participatmry training for cmmmmunity grmupg that are members of Wax 'Dhmha;

To develop a network for regional training.

Resources

To establish a Reaource Centre;

To develop low cmgt equipment based DH Manteagori principles but made from available houaehuld wasta;

To facilitate the collectimn and distribution of urban waate materials far making learning aquipmaht;

TD set up a library

Evaluation

- TD document all work done;

\_ To set up a process of anguing evaluatiah Of the wart Of

No: 'Dboha;

## 2. BACKGROUND AND MOTIVATION

WQE'QboHa helps cmmmmunity QPDUDS underatahd and GT ymung childrer. The targat cmmmmuniting

disadvantaged ih remmtw rural area-

This Service Drganisatimh QWEW out at an initial Of the available training in early mhildhmmd :arm and in 1985. It was farmed in lQE? aw a FEBthEQ tn stated in essence in the Van dmh Ewmg report:

"Haw can the emergente of a camprehansive and service fmr thy yauhg child that 15 bath pmiitiaa. ecanomicaily viahie, DE phmmwtwd and facilitated?"

Nmz'ohona was establiashed with the undaratahdihg x #3 a hly Childhaod care and education needs t0 he lacated withih the content Of hagic education and developmmht.

It was that in digadvahtaged cammmunitiag

understanding Of the means of ymung childraw 19 hat

Since individual familiea are net abl& ta mwet the hemda mt own ymung Children. It I; hr Baary far grmupt u- wart

to address these major prahlemg. Sihtn cummmuhitihg divided and demoraliaed it T9 hecesaary t0 start by T&Cilitatihg community building and empmmwrment.

Noz'oboha addregaad this mrmhlwm at thram diffmrent lavmlma

7 1 The structure of the organisation:

The paid emplmyeaa work a% a team and are acchuntahle t0 community groups which thay \$erve. Training ia Dhly given

representatives Df cammmunity groupgu Traiheag agree :0 " skills within their community and with DthEF community grnupgu

2.2. The appruach to adult training:

A participatary approach to adult training 15 used to mamimiae empowerment ahd develmpmantn

2.3 The development of an appropriate curriculum for early education.

The curriculum is haaed DH Muntesaori principles. The 9primmry objective is to build confidence, independance, curimgity,

perseverance and the ability ta make choiceg and EGIVE prahl

These principles are adapted ta lucal cmnditioha. 1%

emphaais on understanding cmmmmunity FEBpDHEibilitW t

age. Childrem learn the Smcial \$kl11\$ thmy he "

harmonious community. They learn to take care

each other and the environment. The curriculum .

of and emphasiaes the facility that ymung children havw far

learning and includes baaic numeracy and literacy. Khmwlmhg?

viewed a5 hmliatic rather than ummpartmahtaligad.

IRE Member Groups:

Nez'nhona F515 e:' fuhd5 ta EQVEF tha cu5t

"Jul "

The Interim Steering Committee:

The service group ihfmrms 215 Interim 5'

Short term goals and wmrk prmgre55 tthugh regul5r prnri ''''

The Service Group presently comprises 01 five employees in the Johannesburg office, and one in the Transkei and another in the Northern Transvaal. The Johannesburg offices have been advertised for 1991.

#### 4.1 Maintaining the organisation. - a

—

## 4.2 Training

With the participation of community groups the Government is developing an appropriate curriculum for adult training and early education.

There are three levels of training:

- In-service training for members of the Service Group;
- Training for education workers and members of community groups
- Work with young children in education centres set up by groups

and

North Africa is currently providing the following intensive training for 15 community groups and 1% of the population. The first of these groups will be 15 groups. A series of new requests usually include a meeting with the community committee.

Let me

Two major one week training workshops and two 3 day day workshops are held in Johannesburg each year. Field trips are made to all community groups to follow up training on a basis. Regional training workshops are held with education and community committees

merken

North Africa has received several invitations to provide for other regions. The first of these is the Herder Early Education

## 4.3 Participating in policy development:

During 1990 North Africa has played an active part in the process of working for unity in the field of early childhood

education. The work of the South African Association for Early Childhood Education conference and at the SHQCE Training Forum. The Service Group has been elected to facilitate

Twelve for the development of a funding policy for the Independent Development Trust (This has been set up as a response to the Jan Steyn Commission.) North Africa will

participate in the National Education Commission- 3) the English Language Teaching Information Centre (ELTIC) workshop in October.

## 5. FUTURE PLANS

Regional structures

Since North Africa has considered in the past three years a proposal to decentralize training and administration will be discussed at the Steering Committee meeting in December 1990

It is envisaged that there will be three major regions: Northern Transvaal and Southern Transvaal. Each region will have its own Steering Committee and training network. Each region will send representatives to the central working group and . . . Committee meetings. These representatives will regional training.

Manual

The initial funding has not been received

of testing and development & distance training materials

#### Library

The Serving team has developed a Comprehensive  
indexing system that is in the process of being implemented  
library will be extended

#### Mailing list

The mailing list is being revised.

#### Staff Development

Other than the in-service training materials

employees, there are currently "Harmful by Other GFQ&H1?1tiDH% EUCH

as the Human Resource Program, where for Enhancing

Education, the Montessori Society, and individualized learning

ranging from simple blocks. in the Adult Education program, the

making musical instruments for preschoolers. One Director will be

Service Bureau members will be added. "t

Share what they learn with the

#### Media

The USE of video and multimedia to supplement training is being  
explored.

#### Consolidation

The Steering Committee has recommended that given the

expansion of WDC/DDOHA, the period ahead be one of change

Once the two new employees have been named in the interim

the new program will be created for the future