

## 19. JEUG EN ONDERWYS 19. YOUTH AND EDUCATION

### 19.1 RAPPORT DEPUTATE KATKISASIE

### 19.1 REPORT DEPUTIES CATHECHISM

<p><b>1. Sake waarvan die Sinode kennis neem</b></p> <p>1.1 <i>Opdrag: Acta 2015:240.</i></p> <p>1.1.1 Die handleidings moet voortdurend hersien word in die lig van behoeftes by gemeentes en die kinders, kommentaar en volgehoue studie oor die beste metodes.</p> <p>1.1.2 Die handleidings volledig in Engels te vertaal.</p> <p>1.1.3 Veral in die hoërskool meer lesse beskikbaar te stel as net die hoeveelheid wat met een lesgeleentheid per week benodig word, sodat die kategeet self kan kies wat hy wil behandel.</p> <p>1.1.4 Die gebruik van multimedia in die onderrig optimaal uit te bou deur onder andere kundigheid vanuit die kerkverband hiervoor te gebruik.</p> <p>1.1.5 Samewerking met die CO- en Jeugdeputate voort te sit.</p> <p>1.1.6 Die behoeftes van kinders vanuit die vorige Sinode Middellande en Klassis Capricorn op deurlopende basis te ondersoek en op versoek te hanteer.</p> <p>1.2 <i>Uitvoering van die opdrag</i></p> <p>1.2.1 Die handleidings is die afgelope termyn nie hersien nie, in die lig van hersiening tydens die vorige termyn. Redaksionele wysigings soos waar nodig, is aangebring.</p> <p>1.2.2 Die volgende handleidings se vertalings in Engels is in proses en sal in 2018 beskikbaar wees:          Graad 4 – Werkboek vir kategeete          Graad 4 – Handleiding vir kategeete          Graad 5 – Werkboek vir kategeete          Graad 5 – Handleiding vir kategeete          Graad 6 – Werkboek vir kategeete          Graad 6 – Handleiding vir kategeete          Graad 7 – Werkboek vir kategeete          Graad 7 – Handleiding vir kategeete          Graad 8 – Werkboek vir kategeete          Graad 8 – Handleiding vir kategeete          Graad 9 – Werkboek vir kategeete          Graad 9 – Handleiding vir kategeete</p>	<p><b>1. Matters that the Synod take note of</b></p> <p>1.1 <i>Mandate: Acta 2015:240</i></p> <p>1.1.1 The guides must be revised regularly in the light of the needs of churches and children, inputs and continuous study of the best methods.</p> <p>1.1.2 Translate the guides in English.</p> <p>1.1.3 Especially in the high school more lessons be made available than the amount that is necessary per week, in order that the catechist will be able to choose between different lessons.</p> <p>1.1.4 To expand the use of multimedia in the tuition material by using skills in the denomination.</p> <p>1.1.5 Keep on working with the CE- and Youth Deputies.</p> <p>1.1.6 The needs of the children from the previous Synod Midlands and Classis Capricorn continuously investigate.</p> <p>1.2 <i>Administering of the assignment</i></p> <p>1.2.1 The guides were not revised during the past term in the light of the revision during the previous term. Editorial changes were made where necessary.</p> <p>1.2.2 The translation in English of the following guides is in progress and will be available in 2018:          Grade 4 – Workbook for catechumen          Grade 4 – Guide for catechists          Grade 5 – Workbook for catechumen          Grade 5 – Guide for catechists          Grade 6 – Workbook for catechumen          Grade 6 – Guide for catechists          Grade 7 – Workbook for catechumen          Grade 7 – Guide for catechists          Grade 8 – Workbook for catechumen          Grade 8 – Guide for catechists          Grade 9 – Workbook for catechumen          Grade 9 – Guide for catechists</p>
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<p>1.2.3 Die kategeese handleiding oor basiese Bybelkennis naamlik “Dieselfde God altyd aan die werk” is nagesien vir spel- en tikfoute en lesse wat per abuis uitgeval het in die eerste uitgawe, is herskryf. Die nodige veranderings sal met ‘n herdruk aangebring word.</p>	<p>1.2.3 The catechism guide regarding basic Biblical knowledge, namely “The same God at work”, was revised for spelling mistakes and lessons that were omitted by accident. The necessary changes will be made with the new reprint.</p>
<p>1.2.4 Die hoeveelheid lesse vir die hoërskoolleerlinge is uitgebrei soos in die opdrag van die Deputate omskryf. Hierdie lesse het ten doel om die kategeet ruimte te gee om na gelang van behoeftes en omstandighede sekere temas in meer as een les te beklemtoon.</p>	<p>1.2.4 The amount of lessons for the high school were expanded according to the assignment of the Deputies. These lessons aim to give the catechist more options to accent certain themes in more than one lesson, according to the needs and circumstances.</p>
<p>1.2.5 Die Deputate kon die terrein van multimedia betree in die aanbieding van katekisasielesse.</p>	<p>1.2.5 The Deputies entered the terrain of the multimedia in the presentation of catechism lessons.</p>
<p>1.2.5.1 Die Graad 3 handleiding is verwerk sodat die ouer en kind ook die inhoud van ‘n betrokke les op ‘n interaktiewe wyse saam kan deurwerk op rekenaar. Die medium is op laserskyf beskikbaar by die Administratiewe Buro en het as titel: “Leer van My Kategeese werkboek Graad 3”.</p>	<p>1.2.5.1 The Grade 3 guide was developed in order that the parent and child can go through the lesson on the computer together. The medium is available on cd at the Administrative Buro with the title: “Learn from me Catechism Workbook Grade 3”.</p>
<p>1.2.5.2 Die Graad 1 handleiding is ook reeds volledig verwerk tot ‘n interaktiewe aanbieding soos in die geval van Graad 3. Die Deputate is besig om die verwerking na te gaan met die oog op beskikbaarstelling aan die kerke.</p>	<p>1.2.5.2 The Grade 1 guide is also completed in the form of an interactive representation as in the case of Grade 3. The Deputies are in the process to make this representation available.</p>
<p>1.2.5.3 Die gebruikmaking van multimedia in die aanbieding van katekisasielesse is ‘n tydsame proses en ook duur. Die Deputate gee daarom stelselmatig aandag aan sodanige verwerking van die handleidings.</p>	<p>1.2.5.3 The printing cost of small amounts is quite high, these guides can be to churches. The use of multimedia in the presentation of catechism lessons takes time and is expensive. The Deputies therefore work systematically on the elaboration of these guides.</p>
<p>1.2.6 Die handleiding vir katekisasie met spesiale behoeftes is tans op laserskyf beskikbaar. Aangesien dit moeilik is om die aanvraag hiervoor te bepaal en die druk van klein hoeveelhede handleidings baie hoog is, kan hierdie handleiding by die Deputate bekom word.</p>	<p>1.2.6 The guide for learners with special needs is currently available on cd. Because it is difficult to determine the demand obtained from the Deputies.</p>
<p>1.2.7 Die Algemene Sinode van 2012 het aan hierdie Deputate opdrag gegee om ondersoek in te stel na die behoeftes van kinders met ‘n Afrika-</p>	<p>1.2.7 The General Synod of 2012 Assigned to this Deputies the investigation of the needs of the children with an African language as their mother tongue. After</p>

<p>taal as moedertaal. In oorleg en op aanbeveling van die broeders uit hierdie kerke is daar besluit dat die bestaande Engelse vertaling van die handleidings grootliks in hulle behoefte te voorsien. Die rede hiervoor is dat hierdie kinders grootliks in hulle skole in Engels onderrig word en dat die kinders hulle gevolglik beter tuis voel in Engelse onderrig. Die Deputate is egter ook in 'n proses om persone te vind wat die bestaande handleidings vir graad 1-4 in Xhosa, Zulu, Tswana en Sesotho kan vertaal vir kinders wat in hulle moedertaal onderrig word.</p> <p>1.2.8 'n Behoefte wat sedert Sinode 2012 na vore gekom het, is handleidings vir kinders met gesiggestremdheid. 'n Versoek is ontvang om een handleiding in Braille te vertaal en te laat druk. Die Deputate skenk hieraan aandag.</p> <p>1.2.9 Die gids vir ouers waarin die noodsaaklikheid van verbonds-onderrig, die nodige wisselwerking tussen die kategeet en die ouers van die katkisant, die behoeftes van katkisant in die verskillende leeftydsfases en ook die metodiek van die handleidings uiteengesit word, is steeds beskikbaar vir kerke.</p> <p><b>2. Sake waaroor die Sinode besluit</b></p> <p>2.1 Die Sinode wys weer Deputate vir katkisasie aan.</p> <p>2.2 Die Deputate Katkisasie ontvang opdrag om:</p> <p>2.2.1 Die handleidings voortdurend te hersien in die lig van behoeftes by gemeentes en die kinders, kommentaar en volgehoue studie oor die beste metodes van onderrig.</p> <p>2.2.2 Die verskillende behoeftes van kinders met verskillende leerhindernisse aan te spreek en handleidings vir sodanige kinders te voorsien in samewerking met instansies soos skole met kinders met leerhindernisse en ander kundiges in die veld.</p> <p>2.2.3 Moontlikhede om onderrig dmv die multimedia te ondersoek en sodanige handleidings beskikbaar te stel.</p>	<p>consultation with the brothers from these churches, the decision was made that the existing translations in English provides greatly for their needs. The reason being that the children are mostly educated in English in their respective schools with the result that the children feel themselves at home in English. The Deputies are on the look out for people who will be able to translate the guides for grade 1-4 in Xhosa, Zulu, Tswana and Sesotho in order for children to receive tuition in their mother tongue.</p> <p>1.2.8 A need that surfaced since Synod 2012 is for guides for children with special needs regarding their sight. A request for one guide in Braille was received. The Deputies are looking into it.</p> <p>1.2.9 The guide for parents where the necessity of covenant education, the necessary cooperation between the catechist and parents of the catechumen, the needs of the children in the different phases of life as well as the method of the guides is explained, is still available for the churches.</p> <p><b>2. Matters that the Synod decide on</b></p> <p>2.1 The Synod again appoints Deputies for Catechism.</p> <p>2.2 The Deputies for Catechism receives the assignment to:</p> <p>2.2.1 Constantly revise the guides in the light of the needs of churches and the children, comments and continuous study regarding the best methods of tuition.</p> <p>2.2.2 To address the different needs of children with special educational challenges and to provide guides for these children in cooperation with institutions like schools for children with special educational challenges as well as other skilful people in this field.</p> <p>2.2.3 To look into possibilities for tuition by way of multimedia and to make such guides available.</p>
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