

**19.4 RAPPORT 3 – DEPUTATE CHRISTELIKE ONDERWYS – ONAFHANKLIKE/PRIVAAT SKOLE EN TUISONDERRIG**

**19.4 REPORT 3 – DEPUTIES CHRISTIAN EDUCATION – INDEPENDENT/PRIVATE SCHOOLS AND HOME SCHOOLING**

<p><b>1. Opdrag: Acta 2015:248.</b></p> <p>1.1 Gemeentes word opgeroep om ons Vader se guns af te bid vir onderwys in Suid-Afrika.</p> <p>1.2 Ouers word opgeroep om aktief in die opvoeding en opleiding van die jeug in openbare en private skole betrokke te raak.</p> <p>1.3 AROS word versoek om voort te gaan met sy werk om onderwysers op 'n Christelike grondslag op te lei en dit ook verder uit te bou na die stigting van 'n vrye Gereformeerde Hoër Onderwys Opleidingsinstansie.</p> <p>1.4 Die te benoeme Deputate voortgaan om te skakel met instansies wat betrokke is by openbare en onafhanklike Christelike onderwys en tuisonderwys, met die doel om gemeente hieromtrent in te lig en by te staan.</p> <p><b>2. Sake waarvan die Sinode kennis neem</b></p> <p>2.1 <i>Oor opdrag 1.1 en 1.2</i></p> <p>2.1.1 In die kommunikasie met gemeentes, word sodanige aansporing gedoen.</p> <p>2.2 <i>Oor opdrag 1.3 en 1.4</i></p> <p>2.2.1 Die Deputate het ongelukkig geen kontak met tuisonderrig organisasies nie. Daar kan dus nie aan die opdrag gehoor gee nie, asook nie inligting deurgee nie. Rapport word apart gelewer oor Privaatskole as sodanig en die skakeling met Aros as tersiëre instelling.</p> <p>2.2.2 <u>Privaatskole</u></p> <p>2.2.2.1 Die Suid-Afrikaanse onderwyssektor word 'n toenemende uitdagende sektor. Die redes hiervoor is legio en die Suid-Afrikaanse konteks maak hierdie uitdagings al hoe moeiliker. As Gereformeerdes moet ons daarteen waak om meegesleur te word met die stroom van negatiewiteit, daarmee ontken ons dat God ook heers oor die onderwysterrein. Miskien is dit tog</p>	<p><b>1. Mandate (Acta 2015:248).</b></p> <p>1.1 Congregations are to pray for the Father's favour in education in South Africa.</p> <p>1.2 Parents are to become actively involved in the education and training of the youth in public and private schools.</p> <p>1.3 AROS is requested to continue with its work to train teachers from a Christian perspective and to extend it into the establishment of a free Reformed higher education training institution.</p> <p>1.4 The appointed Deputies are to continue to contact institutions involved in public and independent Christian education and home schooling that they may keep the churches abreast of developments and offer support.</p> <p><b>2. Matters that the Synod take note of</b></p> <p>2.1 <i>Instructions 1.1 and 1.2</i></p> <p>2.1.1 Such encouragement is given when the Deputies communicate with the churches.</p> <p>2.2 <i>Instructions 1.3 and 1.4</i></p> <p>2.2.1 The Deputies unfortunately don't have contact with any home schooling organisations and we cannot, therefore, execute the instruction or provide any information in this regard. Feedback on private schools and the contact with the tertiary institution Aros are given separately.</p> <p>2.2.2 <u>Private Schools</u></p> <p>2.2.2.1 The South African education sector is becoming more challenging by the day, for a plethora of reasons and the South African context makes these challenges even more difficult. Reformed believers must guard against being drawn into this negativity, since it would deny God's rule over the education field. It may not necessarily be such a bad time, since it forces us to reflect on what is</p>
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<p>nie so 'n slegte tyd nie, dit dwing ons om bietjie introspeksie te gaan hou en te kyk wat is regtig belangrik en waarmee ons besig is. Dalk is dit 'n tyd van geleenthede wat voorlê!</p> <p>2.2.2.2 Die Sinode kan in hierdie verband kennis neem van die werk van die ICO:</p> <p>Organisasies soos die ICO help met die stig van privaatskole en die Deputate (en daarmee die kerkverband) is jare reeds in samewerking en ondersteuning van hierdie skole. Die maklikste oplossing vir die wanorde sou wees om nog meer privaatskole vanuit ICO te stig en dan ontslae te wees van die aanslae.</p> <p>Ongelukkig is dit nie so 'n simplistiese saak nie. Privaatskole bied wel 'n standvastige rots wat die invloed van die veranderende godsdiens- en politieke arena op die onderrig en opvoeding van ons kinders kan beperk, dit is ook 'n stukkie vrugbare grond waar ons verbondskinders mag groei.</p> <p>So bietjie meer agtergrond: Die ICO skoolfamilie bestaan nou uit 15 skole dwarsoor die land versprei waarvan die grootste skool uit 400 leerders bestaan en die kleinste uit ongeveer 25 leerders. Om hierdie privaatskole te kon registreer was 'n ingewikkelde saak, en dit bly vandag steeds 'n tamentele. ICO help tans vir Musawenkosi-skool in KwaMhlanga wat 'n heenkome bied aan 80 kinders, meestal weeskinders. Dit is 'n Christelike skool wat ondersteun word vanuit Nederland en Kanada en volg 'n goedgekeurde CAPS kurrikulum. Die skoolbestuur het die wens uitgespreek om onder die "Gereformeerde geklank" in te skuif, vandaar die bemoeienis met die skool. ICO het bande met VAA (PABO = onderwysinstansie, soos AROS) in Nederland en ontvang jaarliks ongeveer 6 studente wat vir drie maande hulle prakties onder andere ook by die skool kom doen.</p>	<p>truly important and what we are involved in. Perhaps it is a time for opportunities!</p> <p>2.2.2.2 The Synod is to take note in this regard of the work of the ICO:</p> <p>Organisations such as the ICO aid in establishing private schools and the Deputies (and as such the GKSA) have already collaborated and supported these schools for years. The easiest solution for the current disorder would be to establish even more private schools through the ICO and thus be rid of the troubles.</p> <p>Unfortunately, it isn't that easy. Private schools do indeed offer a steadfast rock that could limit the impact of the changing religious and political arena on the education of our children, but it is also a piece of fertile ground in which our children may grow.</p> <p>A bit more information: The ICO school family comprises 15 schools across the country, of which the largest has 400 learners and the smallest approximately 25 learners. Registering these private schools was a complicated task and remains somewhat problematic to this day. ICO is at present assisting Musawenkosi School in KwaMhlanga that offers a home to 80 children, mostly orphans, and is a Christian school supported from the Netherlands and Canada and that follows an approved CAPS curriculum. The school management expressed the wish to function under the "Reformed" aegis and thus the involvement in the school. ICO has ties with VAA (PABO = education institution, like AROS) in the Netherlands and annually receive 6 students who do their practical for three months also <i>inter alia</i> at this school.</p>
<p>2.2.2.3 Die Deputate wys die Sinode ook daarop dat die ICO intussen 'n vol-</p>	<p>2.2.2.3 The Deputies would like to point out that the ICO has meanwhile esta-</p>

<p>ledige dienskantoor gestig het wat gemeentes en privaatskole tot diens is in onderwysnavrae.</p> <p>2.2.3 <u>Skakeling van die Deputate met AROS as tersiëre instelling</u></p> <p>2.2.3.1 Naas die skakeling met die NWU as tersiëre opleiding het die Deputate ook baie nou skakeling gehad met AROS (Akademie vir Reformatoriese Onderwys studies).</p> <p>2.2.3.2 Aros bestaan sedert 2003 en bied gedurende die tyd kwalifikasies aan van die Noordwes Universiteit. In 2012 ontvang Aros sy eie registrasie as 'n privaat hoër onderwysinstelling en bied kwalifikasie aan wat deur Aros self ontwikkel, aangebied en kwaliteit verseker word. Tans bied Aros die volgende geakkrediteerde onderwyskwalifikasies aan:</p> <ul style="list-style-type: none"> <li>(i) BEd Grondslagfase</li> <li>(ii) BEd Intermediêre Fase</li> <li>(iii) Diploma in Gr R onderwys</li> </ul> <p>2.2.3.3 Aros se begroting is Christelik en alle aktiwiteite in die akademie en steundienste word vanuit hierdie begroting benader en uitgeleef. Aros se Christelike karakter word duidelik uiteengesit in Aros se Basisdokument.</p> <p>2.2.3.4 Aros het tans 972 geregistreerde studente (Junie 2017). Die studente kom hoofsaaklik vanuit 'n radius van 165 km rondom Aros. Die meeste studente woon in 'n area wat strek van Hartebeespoortdam in die westekant van Pretoria, die noorde van Pretoria, die Moot en tot by Bronkhorstspuit. Daar is ook 'n hele aantal studente uit die ooste van Pretoria en Centurion, en ook studente van die Oos Rand en Wes Rand.</p> <p>2.2.3.5 Aros is doelbewus ingestel op hoë kwaliteit in alle aspekte van die organisasie. Gedurende 2016 is 'n kwaliteit afdeling gestig (IKAS: Institusionele Kwaliteit en Akademiese Steun) wat fokus op: Voltoening aan vereistes van die Raad op Hoër Onderwys en die Departement Hoër Onderwys en Opleiding, en wêreldklas praktyke in onderrig en leer.</p>	<p>blished a service office that responds to enquiries from churches and private schools.</p> <p>2.2.3 <u>Liaising with AROS, a tertiary institution</u></p> <p>2.2.3.1 Aside from liaising with the NWU, as tertiary training institution, the Deputies also closely work with AROS (Academy for Reformatory Education Studies).</p> <p>2.2.3.2 Aros came into being in 2003 and offered qualifications to the NWU. It was registered as a private higher education institution in 2012 and offers qualifications it has developed, presented and quality assured itself. Aros currently offers the following accredited education qualifications:</p> <ul style="list-style-type: none"> <li>(i) BEd Foundation Phase</li> <li>(ii) BEd Intermediary Phase</li> <li>(iii) Diploma in Gr. R education</li> </ul> <p>2.2.3.3 Aros is based in Christianity and all the activities of the academy and support services function according to this approach, which is clearly set out in Aros' policy document.</p> <p>2.2.3.4 Aros has at present 972 registered students (June 2017), predominantly from within a radius of 165km. Most of the students reside in Hartebeespoort Dam to the west of Pretoria, the north of Pretoria, the Moot up to Bronkhorstspuit. A number of students come from the east of Pretoria and Centurion as well as from the east and west Rand.</p> <p>2.2.3.5 Aros is purposefully intent on maintaining a high standard in all respects and thus established a quality department in 2016 (IQAS: Institutional Quality and Academic Support) that focuses on meeting the requirements of the Council on Higher Education and the Department of Higher Education and Training as well as world-class practices related to teaching and</p>
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<p>2.2.3.6 Aros beoefen 'n gemengde model waar kontak met studente weekliks plaasvind, en aangevul word met 'n intensiewe komponent elektroniese leer. Studente het lesings een dag per week op 'n Vrydag of 'n Saterdag. Op hierdie dag word 'n vol kontak rooster gevolg, en klasse is verpligtend. Kontakssessies word aangebied op 'n spesifieke "gerigte" benadering wat uniek is tot Aros. Die gerigte benadering fokus om effektief gebruik te maak van kontak een dag per week, en dit te bely en versterk deur gerigte elektroniese leer. Deel van die gerigte model is 'n Akademiese Ondersteuning Sentrum waar voltydse akademiese assistente die vordering van studente monitor, dosente help met voorbereiding, en ekstra hulp aan studente aanbied.</p>	<p>learning.</p> <p>2.2.3.6 Aros has a mixed model in which there is contact with students on a weekly basis, supplemented with intensive electronic learning. Students attend lectures one day a week on a Friday or Saturday, which comprises of a full-contact roster and is compulsory. The contact sessions are presented according to a specifically directed approach unique to Aros, which is aimed at the effective utilisation of contact of only one day per week and is aligned and strengthened by the applicable electronic learning. Part of this model is an academic support centre where full-time academic assistants monitor the progress of students, assist lecturers with preparation and offer additional assistance to students.</p>
<p>2.2.3.7 Aros is 'n maatskappy sonder winsbejag met 'n direksie en uitvoerende komitee.</p>	<p>2.2.3.7 Aros is a non-profit organisation with a directorate and executive committee.</p>
<p>2.2.3.8 Aros spandeer baie hulpbronne aan die bou van 'n hoë tegnologie omgewing, veral wat betref die prosesse van onderrig en leer, assessering en steun aan studente. Aros het 'n unieke elektroniese Studente Stelsel en Akademiese Ondersteuning Stelsel ontwikkel wat aansluit by onderrig en leer, e-leer en assesserings aktiwiteite. Die hele stelsel word saamgebind op een geïntegreerde platform bekend as Argi (Aros Geïntegreerde Inligtingstelsel).</p>	<p>2.2.3.8 Aros applies a great deal of its resources to the development of a highly technological environment, especially as it pertains to teaching and learning, assessment and support to students. Aros has developed a unique electronic student system and academic support system that relate to teaching and learning, e-learning and assessment activities. The entire system is integrated into one platform known as Argi (Aros Integrated Information System).</p>
<p>2.2.3.9 Aros se Skole Netwerk Sentrum hanteer skakeling met ongeveer 200 skole in Gauteng. Hierdie sentrum is doelbewus daarop ingestel om effektiewe kommunikasie en diens aan skole te lewer. Hierdie diens sluit in die plasing van studente vir praktiese onderwys, die reël van praktiese onderwys evaluering ("krit lesse") en skakeling met mentors by elke skool. Die sentrum bied ook kort kursusse aan skole se onderwysers.</p>	<p>2.2.3.9 Aros' school network centre manages contact with approximately 200 schools in Gauteng. This centre is specifically aimed at effective communication and service to schools. The service includes the placement of students for practical teaching, arranging practical education evaluation and liaising with mentors at each school. The centre also offers short courses to teachers of schools.</p>
<p>2.2.3.10 Aros is besig met die ontwikkeling van verdere kwalifikasies, en het</p>	<p>2.2.3.10 Aros is in the process of developing further qualifications and has just</p>

<p>sopas ontwikkeling voltooi van Aros se BEd Senior en VOO graad (hoërskool onderwys) en 'n NGOS kwalifikasie (Nagraadse Onderwys Sertifikaat), wat nou voorgelê word aan die regulatoriese owerhede. Aros ontwikkel tans 'n unieke kurrikulum <i>Christelike Geloofsgebaseerde Studies</i><sup>1</sup> waarin Aros se Christelike begroning aangebied word as modules binne alle onderwys kwalifikasies bv <i>Etië en Professionele praktyk, Geskiedenis van Christelike Onderwys, Vertrekpunte van Christelik Onderrig</i>, en <i>Christelike Geloofsgebaseerde Onderrigmetodes</i>. Modules in <i>Bybelkunde</i> is reeds ontwikkel, en maak deel uit van alle programme van onderrig. Alle ander akademiese modules word ook aangebied vanuit Aros se begroning.</p>	<p>completed its BEd Senior and FET degree (secondary education) and a PGEC qualification (post-graduate education certificate) that is now being presented to the regulatory authorities. Aros is developing a unique curriculum called <i>Christian Faith-based Studies</i><sup>1</sup> in which Aros' Christian foundation is presented as modules within all education qualifications, for example <i>Ethics and Professional Practice, History of Christian Education, Tenets of Christian Teaching</i> and <i>Christian Faith-based Teaching Methods</i>. Modules in <i>Bible Science</i> have already been developed and form part of all programmes of education. All the academic modules are presented from Aros' founding principle.</p>
<p>2.2.3.11 Aros het 'n proses begin om te beplan vir verdere uitbreiding van Aros se kampus. Die huidige kampus is geleë in Waverley, Pretoria en word gedeel met die Gereformeerde Skool Dirk Postma. Addisionele lesinglokale gaan reeds in 2017 opgerig word, en verdere uitbreidings is in beplanning.</p>	<p>2.2.3.11 Aros has initiated a process of planning the further expansion of its campus. The existing campus is located in Waverley, Pretoria and shared with the Gereformeerde Skool Dirk Postma. Additional lecture halls will already be erected in 2017.</p>
<p>2.2.3.12 Al die take hierbo genoem word in geloof en roeping uitgevoer, en verg groot hulpbronninsette, waarvan mense se arbeid en finansies die vernaamste is. Aros ontvang geen subsidie van die owerhede. Vir toekomstige uitbreidings en projekte is bykomende bronne van finansiering nodig.</p>	<p>2.2.3.12 All the above tasks are carried out in faith as a calling, requiring a great deal of resources of which labour and finances are foremost. Aros does not receive a subsidy from the authorities, so future expansion and projects will require added sources of financing.</p>
<p>2.2.3.13 Aros glo dat die werk wat gedoen word is in belang van Suid-Afrika, maar veral ook van belang vir die Gereformeerde Kerkverband. Aros bou aktief Christelike en Gereformeerde onderrig uit, en hoop om sodoende onderwysers en ook ander persone in die gemeenskap in staat te stel om 'n lewe tot eer van God te lei in Suid-Afrika.</p>	<p>2.2.3.13 Aros believe the work done is in the interest of South Africa, but especially to the benefit of the Reformed Church. It actively develops Christian and Reformed education and hopes to this way enable teachers and other members of the community to live a life in glory to God in South Africa.</p>

<sup>1</sup> Die modules is 'n uiteensetting en toepassing van die inhoud en metodieke van Christelike Wetenskap.

<sup>1</sup> The modules are the theory and application of the content and methodology of Christian science.

<p>2.2.3.14 Aros bied reeds 79 modules aan waarvoor daar saam met logistiek, administrasie en menslike hulpbronne klaslokale, semestertoetse, toegewysde dosente gereël moet word. Om al hierdie aspekte in plek te kry verg 'n gemotiveerde personeelkorps waar goeie kommunikasie belangrik is.</p>	<p>2.2.3.14 Aros already offers 79 modules which require arranging logistics, administration, human resources, lecture halls, semester tests and dedicated lecturers. Putting all these elements in place demands a motivated staff corps and good communication.</p>
<p>2.2.3.15 'n Groot fokus van Aros in 2017 is om die kwaliteit van onderrig verder te verbeter. Die verbetering van kwaliteit onderrig vereis talle praktiese aspekte. Die volgende is gedoen binne die akademie om die kwaliteit van opleiding te verbeter: Aros se kwaliteit van sy program word veral in die uitset by Onderwyspraktyk gesien. Die studente se uitsette, hul lesaanbiedings is een van die bepalende faktore van Aros se kwaliteit. Dit het baie gou duidelik geword dat die huidige struktuur by Onderwyspraktykdosente nie genoeg bemagtig om eienaarskap van hul module te neem nie. Vanaf 2017 word daar mikrosessies aangebied, sodat die dosente van veral die onderrig van wiskunde, tale en lewensvaardigheidmodules meer geleentheid gebied word om metodiek van die modules vir studente op 'n meer praktiese wyse aan te leer. Die dosente neem die finale verantwoordelikheid om die portefeuljes te merk en ook kritlesse waar te neem. Sodoende word teorie en praktyk nader aan mekaar gebring. Die hoeveelheid en tipe kritlesse is ook hersien sodat studente die geleentheid het om in die vierjaar studie tydperk by elke graad en module lesse te kan aanbied. Die hoeveelheid lesse wat studente moet aanbied is ook verminder sodat fokus meer op kwaliteit as op kwantiteit lesse gaan wees. 'n Splinternuwe rubriek het die lig gesien, heelwat navorsing is hieroor gedoen sodat studente se lesse werklik van hoogstaande gehalte is. Studente se werkklading is ook in ag geneem en word daar nie meer</p>	<p>2.2.3.15 One of Aros' chief aims for 2017 is to further improve the quality of teaching, which involves a number of practical components. The following has been done within the academy to enhance the quality of training: The quality of Aros' programme can especially be seen in students' performance during practical education. It quickly became apparent that the current structure of teaching practice does not empower lecturers adequately enough to take ownership of their modules and so micro sessions are being presented as of 2017 that lecturers may have greater opportunity to teach the methodology of the modules to students, especially in terms of mathematics, languages and life skills. Lecturers take final responsibility for marking the portfolios and observing presentation of lessons, thus closely relating theory to practice. The number and type of lesson presentations have also been revised that students may have the opportunity to present lessons in every grade and module during the four-year study period. In order to shift the focus from quantity to quality, the number of lessons students have to present has been reduced. A brand new rubric saw the light, after in-depth research to ensure the high quality of students' lessons. Students' workload was duly taken into consideration and they no longer write semester tests and complete assignments during the practical teaching period. They will furthermore receive greater feedback on their lessons. Aros makes use of outside assessors to evaluate lessons, which entails regular meetings between lecturers</p>

<p>semestertoetse en opdragte tydens Onderwyspraktyk periode voltooi nie. Studente gaan ook meer terugvoer oor hul lesse ontvang. Aros maak steeds van buite assessore gebruik om lesse te evalueer. Gereelde vergaderings word tussen dosente en assessore gehou sodat assessore op hoogte is van wat in die teorie geleer word en wat van studente verwag word.</p>	<p>and assessors to keep assessors abreast of the relevant theory and what is expected of students.</p>
<p>2.2.3.16 'n Samewerkingsooreenkoms met nabygeleë skole is aangegaan, sodat dosente en onderwysers in 'n bepaalde module nouer kan saamwerk. Hierdeur kan die skakeling tussen teorie en praktyk versterk word, en word vertrou dat die proses in 2017 binnekort gaan realiseer. Aros neem alle tipe terugvoer ernstig op en wil steeds verbeter. Die skole word as Aros se vennote erken en is saam verantwoordelik vir ons studente se sukses. Gereelde en vinnige terugvoer is vir Aros baie belangrik. Ten einde ons skole se hoofde en onderwysers te bemagtig het NWU 'n mentorskapopleiding by Aros aangebied. Vanaf 2017 gaan Aros in konsortium met NWU hul eie mentorskapopleiding aanbied. Skole kan vir ons studente op hierdie wyse nog meer begelei en ware mentors wees.</p>	<p>2.2.3.16 Aros entered into a cooperation agreement with neighbouring schools to enable lecturers and teachers to work together more closely in regard to the relevant module. This could bolster the connection between theory and practice and it is hoped that the process will soon become a reality. Aros takes all types of feedback seriously and is always striving for improvement. The schools are deemed as partners in the endeavour to ensure students' success. Aros finds regular and immediate feedback extremely important. In order to empower our school's principals and teachers, the NWU presented mentorship training at Aros. Aros will, as of 2017, present in consortium with NWU their own mentorship training. Schools could thus offer students even greater guidance and be true mentors.</p>
<p>2.2.3.17 Verskeie kongresse en seminare is ook deur personeel van die Institusionele Kwaliteit en Akademiese Steun bygewoon ten einde steeds te bly groei en te innoveer. Ons is so dankbaar dat IKAS nou ook administratiewe hulp het wat die afdeling se hande ligter maak, daar kan nou op baie meer aspekte gefokus word. Hierdie afdeling is steeds in 'n groeifase en het nog talle geleenthede wat benut kan word.</p>	<p>2.2.3.17 A range of conferences and seminars were attended by the staff of the office of Institutional Quality and Academic Support, in order to increase its growth and innovation. We are so grateful that IQAS now also has administrative help that lightens the load of the department and enables diversifying its focus. This department is still in the growing phase and has a range of possible opportunities.</p>
<p><b>3. Sake waaroor die Sinode besluit</b> <u>Aanbeveling</u> 3.1 Daar word met die dank kennis geneem van die werk wat die ICO</p>	<p><b>3. Matters that the Synod decide on</b> <u>Recommendations</u> 3.1 note is taken with thanks of the work the ICO does in private schools to the</p>

doen in die privaatskole sektor in die belang van kwaliteit Gereformeerde onderwys.	benefit of quality Reformed education;
3.2 Gemeentes word aangemoedig om die werksaamhede van die onderwysdienskantoor onder die aandag van skole en ouers te bring.	3.2 congregations be encouraged to bring the work of the education service office to the attention of schools and parents;
3.3 Daar word met dank kennis geneem van die geseënde groei van AROS as tersiëre instelling.	3.3 note is taken with thanks of the blessed growth of AROS as tertiary institution;
3.4 Gemeentes word opgeroep om lidmate aan te moedig om hulleself in die Christelike opvoeding van verbondskinders te bekwaam en ook te oorweeg om onderwys by AROS te studeer.	3.4 congregations be called on to encourage members to qualify themselves for the Christian education of children and also consider studying education at AROS;
3.5 AROS word aangespoor om voort te gaan met sy werk om onderwysers op 'n Christelike grondslag op te lei en dit ook verder uit te bou na die stigting van 'n vrye Gereformeerde Hoër Onderwys Opleidingsinstansie.	3.5 AROS be urged to continue its training of educators from a Christian perspective and extend it toward establishing a free Reformed higher education training institution; and
3.6 <i>Die opdrag aan die Deputate</i>	3.6 <i>the deputies are to</i>
3.6.1 Ouers word opgeroep om aktief in die opvoeding en opleiding van die jeug in openbare en private skole betrokke te raak.	3.6.1 call on parents to become actively involved in education and training of the youth in public and private schools;
3.6.2 Skakel met instansies wat betrokke is by openbare en onafhanklike Christelike onderwys en tuisonderwys, met die doel om gemeente hieromtrent in te lig en by te staan.	3.6.2 liaison with institutions involved in public and dependent Christian education and home schooling in the endeavour to inform and support congregations;
3.6.3 Skakel in besonder met AROS en ICO.	3.6.3 liaison especially with AROS and ICO; and
3.6.4 Skakel met Akademia as Afrikaanse Christelike Universiteit. Ondersoek in besonder die moontlike skakeling tussen GKSA en Akademia.	3.6.4 liaison with Akademia as Afrikaans Christian University to investigate the possible cooperation between GKSA and Akademia.