



Reports

Edu-peg



Education Through Action

Eastern Cape 2nd Quarter 2011



let's make
learning
fun!

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The Sactwu Edupeg Project (Association incorporated under Section 21)

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Eastern Cape



Education Through Action

Peddie

11-15 April 2011

STATISTICS

Number of schools	5
Number of pupils	432
Numbers of teachers and principals	29

Our trainers received very warm welcomes at 4 of the 5 schools visited in this cluster. Our schools are situated along the valley of the Great Fish River, in very rural areas. Unemployment here is very high, with the majority of households dependent on government grants. Family life is disrupted as many parents have left this area and travelled to larger towns and cities to seek work. The children have largely become the responsibility of the grandparents. However, school enrolments have begun to be affected as parents have begun to withdraw their children, to take them to the cities. This is a trend that we have observed in other Eastern Cape clusters, including Healdtown, Alice and Debe Nek. To qualify for the child grant, parents need to have their children with them, which is one reason for the relocation of the children.

Secondly, parents are keen to have the best education opportunities for their offspring, and for this reason too children are being taken to join their parents or to live with relatives in the larger towns and cities.



This phenomenon also goes some way to explain the burgeoning numbers of pupils in many Western Cape schools.

Teachers in the rural schools are feeling anxious and demotivated as falling enrolment in schools impacts on quotas of teachers and retrenchments/relocations are potentially possible at some schools.

The principals at Mbanyaza, Mtonjeni, Themba and Woodlands Primary Schools are all positive and reported to be good and caring managers who motivate and support their teachers. At these schools, our trainers were warmly welcomed and lessons had been prepared for Vuyo and Theresa to observe. Both trainers mention that, although these schools face multiple challenges, the principals are pro-active and ensure that management and structures support the teachers and the learners. Mtonjeni Primary lacks a fence, but the principal has painted stones and set these as a perimeter boundary, to engender a sense of pride in the school.

In the above four schools, classrooms are reported to be neat and clean. Those with mud and cow-dung floors do frequently need maintenance. The walls are usually decorated with posters and, in almost all classes, bar some Grade R classrooms, the trainers report that there is adequate classroom furniture for the pupils. Children are sitting in ability groups and the importance of giving pupils differentiated tasks





according to their ability was emphasized. In most cases, the lessons observed had been well planned and presented and Vuyo and Theresa were able to give additional support with respect to the governmentally supplied workbooks. Theresa also assisted the Grade R educators, who have received educational resources through QUIDSUP, with implementation of these games, which had been delivered without training. The reception at Ndlambe Primary was disappointing. It would appear that the principal had not notified the teachers of our visit and there was quite strong resistance to proposed classroom visits. Eventually our trainers were able to observe some lessons, but the teachers were fairly obstructive, very negative and it would appear that the well being and education of the youngsters in their care was far from a priority. The reception from this school is described by Theresa as being “unpredictable”, which is very apt. The school appears to want to receive support and to have the resources, but the educators are unwilling to actually use the materials. It is my sense that we should remove these and share them amongst the other functional schools.

Conditions in the schools are challenging, with virtually no storage facilities in the classrooms. Some teachers improvise, using boxes and additional tables, while in some classrooms piles of books litter the floors. Some schools are undergoing refurbishment and renovation, and all the building materials need to be secured within the school, often in the classrooms or the principal’s office. This situation obviously creates some challenges.

The children are uniformly well behaved, polite, courteous and keen and eager to learn. Virtually all of the pupils wear their school uniform with pride, notwithstanding that many of these are very well worn and patched. Many children do not have the “luxury” of school shoes.

The community in the Pikoli Township do have basic facilities, e.g. running water, and some homes are electrified. There is also a clinic in this area. The area where Mtonjeni Primary is located is remote and undeveloped, as is the area where Woodlands Primary is situated.

We will need to continue our support to these remote rural schools, and to monitor whether to remove both our support and resources from Ndlambe Primary.

Principal Comments

- As I observe, the Edupeg programme is an interesting programme. It is interesting to the educators and the learners. The learners participate fully in the lessons. (Mr A. D. Hlahleni – Ndlambe Primary)
- The Edupeg programme helps the learners a lot. They use the material supplied by Edupeg in almost every Learning Area. (Mr V. K. Jobela – Mthonjeni Primary)
- The Edupeg facilitators observed our lessons, and we appreciated this. They gave us a lot of advice on how to integrate our lessons using Edupeg and the departmental workbooks. (Mrs N. Seti – Mbanyaza Primary)
- The educators and the learners like the programme but because of our workload (multi-grade teaching) ,we seldom use the books. The learners enjoy the programme. (Ms P. Tshona – Woodlands Primary)

Teacher Comments

- Edupeg is a nice programme for me and my learners. My learners and I are getting to understand it. (Mrs B Ndwayana Mbanyaza Primary)
- Edupeg is a good programme. My learners like it because they learn through fun (using the pegboards). I feel confident when using it because I can integrate it with my departmental lesson plans and other programmes in our school. (Mrs N Mvemve Mbanyaza Primary)
- Edupeg has developed me and my learners. My learners are now independent because they can even use the books during my absence, or when I am busy. (Mrs Seti Mbanyaza Primary)



“Leaders grow, they are not made.”

Peter Drucker

Teacher Comments cont.

- The workshop was good and the demonstration made me gain more knowledge and information. I can now use Edupeg with confidence. (Ms P Mamana - Mthonjeni Primary)
- Edupeg is very helpful in my class and the learners enjoy it. (Mrs Mjekula - Mthonjeni Primary)
- Edupeg is good and interesting. I gained a lot from the demonstration and I will use it. (Ms B Xawuka - Ndlambe Primary)
- We are working well with the facilitators. They are helping and guiding us in the use of the material. The books are colourful and clear. We wish to go further with Edupeg. (Mrs Vazi - Themba Primary)
- I would like to thank Edupeg for the support you are giving to us in our classrooms. Sometimes the learners are clueless on contexts, but if you give them the Edupeg pictures they can manage. Thank you for sending us a humble and kind facilitator. (Mrs Mtakana - Themba Primary)
- I think I am getting along with the Edupeg books, but I still need more support. Thanks for the support of today. I will do my best to do what I was encouraged to do. (Miss Lukwe - Woodlands Primary)
- To use Edupeg is very exciting to my learners. The Edupeg workbooks are very interesting, with many and various activities. (Miss Kili - Woodlands Primary)

Intermediate Phase

- The lesson was easy for the learners to understand. The Edupeg books helped me a lot because they contain pictures that can be used in any Learning Area. (Miss A. N. Mafongosi - Woodlands Primary)
- I am hoping to introduce the programme but because of my workload (multi-phase), it is difficult to do, but I am trying. (Ms P. Tshona – Woodlands Primary)

- It simplifies the lesson and also it is clear to the learners. Lastly it is easy to use the programme. (Mr M. H. Freddy – Themba Primary)
- Thank you for your assistance. Your programme helps us during teaching and learning, most especially when the learners are given an assessment task. (Miss N. Mlumiso)
- The books are very helpful to both the educator as well as the learners. The books keep the learners actively involved in a lesson. They are very interesting. (Mrs N. P. Ncwadi – Ndlambe Primary)
- The lesson was very interesting since it was introduced through using the Edupeg programme. Therefore, the Edupeg programme results in the learners being more interested in the lesson. (Mr A. D. Hlahleni- Ndlambe Primary)
- The Edupeg material is very useful to our school. It saves time as we teach many grades. The learners are interested in Mathematics because they like this material. (Mrs Y. C. Lamani- Mthonjeni Primary)
- I use the Edupeg books not only in Mathematics but in other Learning Areas. Even if I did not plan the lesson it is a valuable tool as it promotes learner participation. The learners become actively involved. (Miss C. L. Bekwayo – Mbanzisa Primary)
- I like Edupeg because the learners are able to discuss the pictures. The learners are actively involved in the lesson. (Miss N. Y. Jodwana – Mbanzisa Primary)





Education Through Action

Umicare

14 April 2011

STATISTICS

Number of schools	1
Number of pupils	21
Numbers of teachers and principals	2

Ingrid was very warmly received at the school which is situated, within the Eastern Province Children's Home, in Lennox Street in Glendinningvale in Port Elizabeth. The principal/psychologist, Dr Riette Lauwere was in a board meeting on the day of Ingrid's visit.

The classrooms are beautifully light and bright, and are well equipped and very attractive places of learning. Appropriate charts and learning material are displayed on the walls and there are adequate desks and chairs for all of the children, as well as all the necessary school stationery.

The children who attend school here are from children's homes and all of them present with social and emotional challenges due to their experiences in their formative years. There are obvious developmental lags in some children and many of the younger learners need support with perceptual development.

Ingrid was able to demonstrate lessons in both of the classrooms and the children displayed obvious pleasure and enjoyment as they engaged with the bright and colourful activities. Concrete equipment and recorded, written work were incorporated with each activity, where applicable. Both educators were very impressed by what they had seen and were keen to start implementing the resources in their classes. They are both well qualified teachers who immediately saw the potential of the materials and how these will benefit the children in their classes, who are of diverse abilities.

It is Ingrid's suggestion that she return once more to see if there are any problems and difficulties being experienced, or any questions that she can help to solve. Additionally, she would like Shirley to have an opportunity to interact with the educators who come in during the afternoon sessions and who support the older children to consolidate their skills. These children go to external schools but share the same history and background as the younger children who attend school at the parent facility.

It has been a pleasure to engage with such positive and motivated educators in such an uplifting and supportive environment.

Principal Comments

- Ons is so geerd dat u 'n opleier na ons gestuur het. Ons onderwysers rapporteer dat hulle geweldig baat daarby gevind het. Ons is u baie dankbaar. (Dr. Riette de Lauwere - Umicare Education Centre)

Teacher Comments

- Baie dankie Ingrid vir al jou moeite en opoffering! Jou idees hoe om Edupeg te gebruik is so prakties. Sterkte vir die res van die jaar. Jy doen wonderlike werk. Waardeer dit opreg. (Me Suzanne Wait – Umicare Education Centre)
- Baie dankie Ingrid, ek het die aanbieding leersaam gevind. Ek en die kinders gaan baie daarby baat. Sterkte verder en dankie vir u se geduld. (Me Whall – Umicare Education Centre)





Eastern Cape



Education Through Action

Zwelivuzizwe & Zibula Development Trust

18-21 April & 3-25 May & 13-14 June 2011

STATISTICS

Number of schools	21
Number of pupils	4 320
Numbers of teachers and principals	175

Our trainers were able to visit all of the schools in these two Tribal Development Trusts. What is very encouraging, is to be made aware that with the support of the national education department, the school nutrition scheme has become functional again in virtually all of the schools visited. This is of great significance as the communities, in which the schools (that we visit) are situated, are generally poor, with families relying on government grants. There is evidence of many fractured families, as parents relocate to urban areas in search of job opportunities and improved family income. Frequently children are left in the care of the extended family, including grandparents, who do not always have the skills and capacity to best support the youngsters in their care.

In some regions, criminal activity is rife, with many of the perpetrators being described as the youth who have dropped out of school, who have no job opportunities and who have turned to crime as an option to source some income. The schools are also targeted by the criminals and frequently the meagre resources that these semi-rural schools have amassed,

are stolen or vandalized. The school feeding produce is also an obvious target for criminals, leaving the pupils no access to a balanced daily meal.

Virtually all the schools that we visit are fenced, barring Tshabo Primary, and some schools have a caretaker/gatekeeper to act as some deterrent to the criminal elements in the community.

Generally, it was noted that principals and the SGB (School Governing Body) do try to maintain the schools, but they have access to very limited funding for this. The school grounds are usually undeveloped and are lacking in stimulation. Long grass frequently needs attention.

The toilet facilities are often in need of servicing/maintenance and frequently these facilities can be completely dysfunctional, leaving the teachers and learners much compromised. At Tshabo Primary, the lack of a fence results in access by animals to the school surrounds, which are reported to be vile smelling and littered with animal excrement.

Many of the educators with whom we engage have made a concerted effort to create classrooms which are stimulating and attractive and instructional places of learning. We find many posters, pictures and educational charts displayed on the walls of the classrooms, and we also encourage teachers to utilize these in their lessons, when applicable.





Storage is generally quite problematic, with very limited cupboard facilities in the classrooms. The result is that often piles of books, etc. accumulate on the floors or any surface areas.

Many of the schools visited were fully prepared for an interaction with our trainers and both Theresa and Vuyo observed multiple lessons in this cluster. It is pleasing to be made aware that there are many educators who have absorbed ideas, methods and teaching strategies shared and who are successfully implementing these in their daily teaching. The atmosphere in the classes is generally positive, with a good interaction between the educators and students. However, the predominant teaching style remains “talk and chalk”, where learners are afforded minimal opportunities to engage themselves with active learning. Where groups of children were evident, these were usually mixed ability groups, with little or no differentiation of set activities to best suit the level of the learners.

This passive approach does not equip the pupils for the format of national and provincial assessments. Additionally, it stunts both verbal and written communication. Frequently, only the brighter students are called upon to answer questions, leaving the less able students virtually non-participants in their own education. These children lose confidence and self esteem and, after multiple years in the system, generally land up as negative statistics. The above is a massive challenge to education in South Africa.

Another huge challenge is the lack of ability that teachers display with regard to the use and management of the resources that are available in schools. “Talk and Chalk” and “Question and Answer” styles of teaching obviously do not rely heavily on resources. Further complicating matters is that any resource/programme/project is regarded as a completely separate entity, with the misguided perception that there is no correlation between the core syllabus/curriculum and the resources/materials provided to support teaching and learning.

Countless demonstrations, workshops and intensive feedback sessions appear to have little/no impact on many teachers, who report that they have “forgotten”, “can’t remember”, “need more assistance”, etc., whereas the children have grasped the principle and are able to productively engage with the resources.

Any additional activities often completely destabilize a school. A choir festival/ANA/school audit/sports meeting, etc. results in teachers being absent from their classroom and core duties. Additionally, one senses that those teachers who are perhaps not travelling with the children to the sports event/choir festival, feel victimized (as they need to remain at school and teach their classes) and thus all class teaching is suspended.

Amidst this bleak picture are those schools that enjoy positive and dynamic leadership and where there is deep respect for structure, organization, teaching and learning. In these schools, our trainers tell of teachers who teach with “passion and enthusiasm”, (Vuyo Mgadla, May 2011), who modulate their voices well, who prepare interesting and stimulating lessons and who give their pupils praise, encouragement and recognition.

We have so very much to achieve, to ensure that all of our learners have a real opportunity to receive quality education – which is a right all of our youth deserve.





“Dig within. Within is the wellspring of good; and it is always ready to bubble up, if you just dig.”

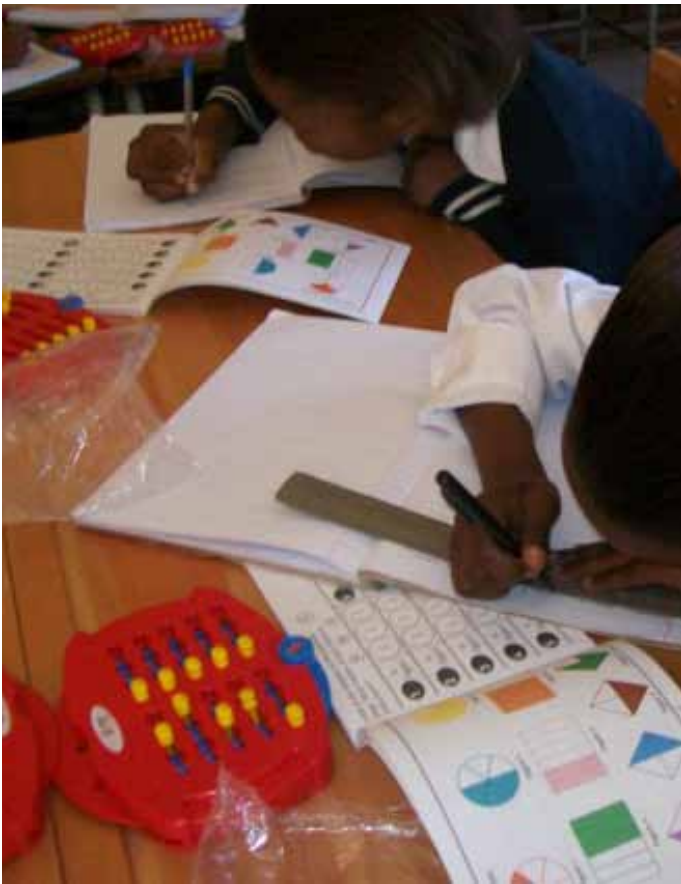
Marcus Aurelius, Roman philosopher



Principal Comments

- This programme encourages learner involvement and it encourages the learners to think critically because of the activities and the resources. Edupeg integrates all the Learning Areas. (Mr B. K. Siyongwana – Thanduxolo Primary)
- The Edupeg programme is very much appreciated as it integrates learning and teaching activities effectively and it creates fun through its resources that enable the learners to be more interested. (Mr W. J. Bata- Vulingqondo Primary)
- The school has been using Edupeg for a number of years now. We find it a very useful and helpful project in terms of making the learners understand better. (Mr S. V. Lubisi – Zamukukhanya Primary)
- In general the school benefits a lot from the Edupeg programme. The resources keep our learners very active in a lesson. It also helps the integration of our lessons. (Mrs. N. R. Jim – Zamulwazi Primary)
- The programme is of great assistance both to the learners and the educators. The language of the learners is also promoted and improved. (Mr M. G. Gosa – Emncotsho Primary)
- All these years that we have been in this programme the educators and the learners have been benefiting as through effective learning and teaching, we have been supported to be more successful. We appreciate the support from Edupeg. Keep it up guys. South Africa needs these programmes. (Mrs E. N. Tobi – Masiphumle Primary)
- We benefit a lot from the programme. The learners are enjoying using the Edupeg Books especially in Mathematics. We thank you Edupeg for thinking about us as we are in a disadvantaged area. The programme is also helpful to the educators. (Mr M. F. Bacela – Nqonqweni Primary)
- The Edupeg programme is of a great help to our school, starting from Foundation to Intermediate Phase. Activities used in this programme go hand in hand with NCS and also develop educators with IQMS strategies. (Mrs T. N. Kotsana – Nonkundla Primary)





Teacher Comments

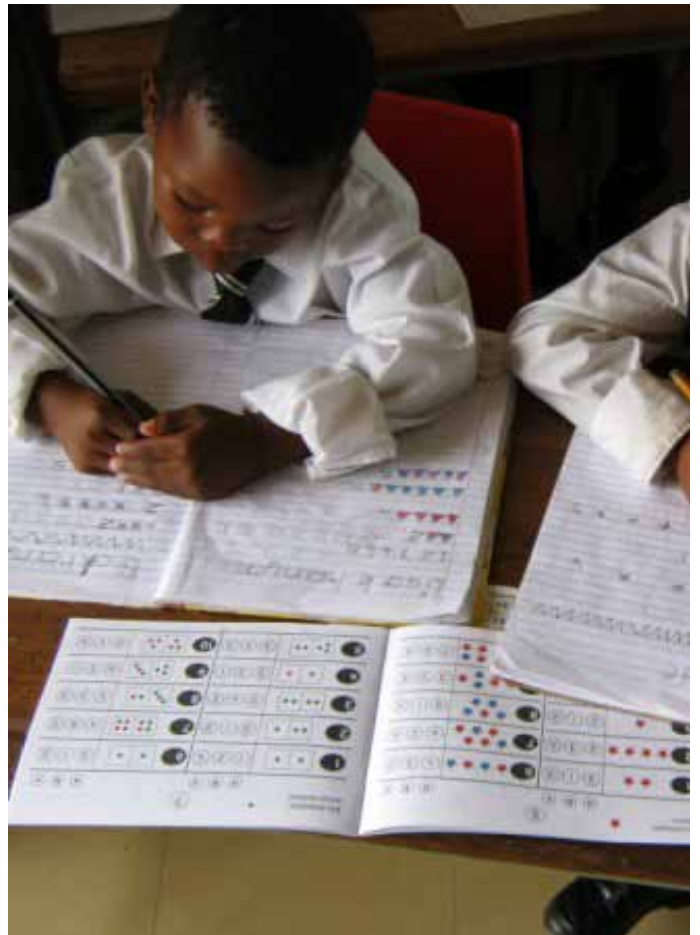
Foundation Phase

- Edupeg is so interesting. The books have bright and colourful pictures. Edupeg trainers are so kind to us and they explain where we don't understand. Our learners are happy to use the books. (Mrs N Mhambi – Gugulethu Primary)
- Edupeg has helped us in all spheres because we can use it in all Learning Areas. My facilitator has supported me to improve myself with advice about teaching. I am developed. (Mrs Kutsu – Nonyameko Primary)
- Edupeg is a helpful resource that enables the learners to develop their thinking, listening, reading and also writing skills in all Foundations for Learning Programmes. Practical work is also developed. Edupeg must keep on developing us as well. (Mrs N.S. Gwavu - Vulingqondo Primary)
- Edupeg is fun because while teaching, the learners seems to play. The learners are enjoying it. It gives the learners peace of mind. After a hectic day their minds are tired and Edupeg changes the atmosphere. It is easy to understand. Keep it up! (Ms N.P. Mheshe - Vulingqondo Primary)
- To me presenting a lesson using Edupeg is easy. It encourages group work and group work motivates the learners to be actively involved. The learners understand easier because of the practical work. (Ms T.A. Mtakatya – Zamukukhanya Primary)
- Edupeg helps us in developing the learners' thinking and creativity. They become excited when they are using the material. They also master the concept easily. We thank you for your support. (Mrs Xotyeni - Zamukukhanya Primary)
- Combining Grades 2 & 3 is a difficult task, but Edupeg gives me support. When the learners are busy with Edupeg you are able to pay attention to the other grade. It gives the learners a chance for independence and it motivates them. (Ms K S Moyake - Emabaleni Primary)
- We find the books very useful. They are not only focussing on Maths but other Learning Areas as well. The pictures in the books are very interesting and stimulating for discussions. (Mrs M Kwaza – Nokwandla Primary)
- Edupeg is a good resource for us in the Foundation Phase. The small children like the bright colours and we use it for formation of more vocabulary, by using the pictures. (F X Faleni - – Tshabo Primary)
- Edupeg is helping us in planning and implementing the lessons in our classrooms. I think it is taking us forward because it goes hand in hand with our IQMS, and it is building confidence in us. (C R Moyeni – Nonkundla Primary)
- The learners understand the programme easily. They learn different things like shapes, counting, colours and multiplying. (Ms N M Myataza - Ngongqweni Primary)

Teacher Comments cont.

Intermediate Phase

- Edupeg has developed us. I love the programme because it instils in all, the love of teaching and confidence.
(Mrs N. Mate – Nonyameko Primary)
- Edupeg is a good programme as it enables the learners to be independent. It also encourages the learners to be involved in groupwork, and to be confident and diligent.
(Mrs S. E. Kave – Nonyameko Primary)
- Edupeg is such an interesting programme. All the Learning Areas are catered for because the colourful pictures stimulate the learners' thinking.
(Mrs T. M. Skiti- Gqegqe – Zamukukhanya Primary)
- The programme helps us to consolidate work done. It also helps a lot in catering for the slow learners. The feedback of the facilitator is very encouraging and motivating.
(Miss Z. Songwiqui – Dongwe Primary)
- The material that was supplied is educational, challenging and thought provoking for the learners.
(Mr V. Maguga – Emncotsho Primary)
- Edupeg is of great importance in teaching and learning in my class. It is very interesting to deal with this programme because it promotes learners' understanding. The books are colourful and the words are clear and bold for the learners to understand easily. It encourages learners to work by themselves and it also develops learner's different skills.
(Mrs B. Nkitha – Nonkundla Primary)





Eastern Cape



Education Through Action

Port Elizabeth

3 May 2011

STATISTICS

Number of schools	1
Number of pupils	215
Numbers of teachers and principals	9

The wide and genuine smile of Mr Makeng greeted us on our arrival at Philip Nikiwe Primary. The vegetable garden has been much extended and the crops appear to be healthy and strong, following the frequent rain in this area.

The physical state of the buildings at this school must have a detrimental impact on the teachers at this school. The buildings desperately need a coat of paint, both inside and out. Many broken windows are in evidence, and the handles and fittings to open and close the windows have all been stolen, with the windows wired closed so that no fresh air in the classrooms is possible. The security gates to the classrooms which were previously chopped out of the walls have been replaced. However, members of the informal settlement camp adjacent to the school have removed a section of the school fence and, apparently, the school is accessed every weekend and entrance to the classrooms is attained either through the broken windows or the roof. The light fittings have been stripped from the classrooms and, on the day of our visit, it was fairly dark and bleak.

Some teachers have tried to put posters and pictures on the walls of the classrooms. Storage is challenging and with few or no cupboards and/or shelving there are piles of books and papers on spare desks or on the floor. There are adequate desks and chairs for the children as the enrolment of the school is not that high.

Mrs Makeng, the teaching principal, and her staff always make us extremely welcome. However, little is ever done in accordance with our visit request. Mrs Makeng does not appear to teach at all, which leaves this school short of an educator. The principal has been effective in obtaining sponsors and donors for the school, but her ill health and high doses of medication appear to preclude her from the necessary daily teaching and school engagement, which is obviously problematic.

Ingrid was able to observe lessons in Grade R and Grade 3 and she gave both educators praise for their accomplishments, as well as additional advice and support. Both Ingrid and I worked with the Grade 1 teacher, who is an experienced and retired educator who receives no remuneration for her work at this school! She must be commended for what she has achieved in very difficult and challenging circumstances. I worked almost exclusively with the Grade 2 teacher who is diligent and hard working, but who appears to be somewhat confused about the use and role of resources in teaching.





“The task of leadership is not to put greatness into people, but to elicit it, for the greatness in there already.”

John Buchan

Ms Mtshaulana appears to be loath to try ability group teaching specifically for mathematics and the result is that very little progress is evident. Generally, the level of functioning of the children is very low (in the school) and the children lack confidence and self esteem. School routines, structure and organization are not well established and to combat the general mayhem, the teachers appear to resort to raising their voices to gain control, which is tiring and unpleasant for all concerned.

In the Intermediate/Senior Phase, Ms Gcakasi has had to leave the Foundation Phase where she was placed, due to internal school politics, and she now teaches all the maths in these phases, as Mr Hlela has retired. Ms Gcakasi is a competent educator but, at present, she appears somewhat overwhelmed by the complexity and extent of the task facing her. Shirley spent the entire day with this educator so as to give her as much support and input as possible. Shirley focussed on demonstrating how the Edupeg resources can be used to consolidate learning and to integrate mathematics with other Learning Areas, as well as the learners' world, to promote understanding of the mathematical concepts and to make lessons enjoyable. The value of appropriate and continuous assessment was also discussed. Shirley also demonstrated how the activities can be adapted to suit the pace and developmental level of the learners. Group work and differentiated teaching were shown. Importantly, focus was also placed on language development, the stimulation of self expression and confidence and self esteem.

Shirley included the vital verbal interaction in the lessons, between the explanation and the assigned task. This part is frequently entirely missing in a “Talk and Chalk” style classroom. This method and strategy enables the more competent learners to proceed and provides an opportunity to then revise and consolidate the concept with the less able students. The resultant participation and enjoyment expressed by the learners was affecting and additionally deeply impressed the educator. Some of the more mature boys were visibly

excited as they finally understood the concept and the set task. Sadly, Shirley describes too, a large group of teenage girls who appeared to be so defeated that they did not engage at all.

The educator was very interested in the way number concepts were made meaningful. However, Ms Gcakasi will need to make a conscious decision to alter her teaching style which is difficult in itself, and in this instance made even more so, due to the heavy burden of responsibilities and administrative duties assigned to this educator.

We will continue to try to support this school, although there is mention of the prospect that they may amalgamate with another school due to falling enrolment figures.

Principal Comments

- Thank you very much for coming to our school. I appreciate it when you help my educators to acquire better skills to teach. The learners are gaining a lot through your methods of teaching, e.g. from concrete to semi-concrete to abstract. We learn a lot from Edupeg. Thanks again. (Ms Makeng – Philip Nikiwe Primary)

Teacher Comments

Foundation Phase

- Thank you very much Edupeg. Your books are easy to follow and the kids are enjoying using them. You are fantastic!! May God bless you! (Mrs Madaka - Philip Nikiwe Primary)
- I do not know what to say because each and every time they are here I get new methods and ways of helping me. Thanks a lot. I want more. (Tulashe Mtshaulana - Philip Nikiwe Primary)
- I will try to put some Edupeg books in my classroom and use these. (Mrs Foloti - Philip Nikiwe Primary)

Intermediate Phase

- Shirley helped me a lot with introducing the lesson on powers using practical work. (Ms T Gcakasi – Philip Nikiwe Primary)



Education Through Action

Dimbaza

24-26 May 2011

STATISTICS

Number of schools	2
Number of pupils	533
Numbers of teachers and principals	18

Nomhle Primary School and Nobuto Primary School share a common fence, being adjacent schools. Nomhle Primary is the feeder school for Nobuto Primary. What these schools have in common, besides a fence, is that they both have motivated and dedicated principals. Theresa wrote in her report: "With all the positive support from their competent principals, the committed educators are doing well".

On arrival at both of these schools, our trainers were warmly welcomed. Lessons had been prepared, lesson notes were in evidence and competent and quite complex lessons were observed, where multiple teaching resources were utilized. These schools were also involved with ANA (Annual National Assessments), but were far from destabilized by this occurrence in their schools.

Although some of the educators admit to being somewhat intimidated by teaching lessons for others to observe, they were willing to do so, knowing that constructive input would follow.

What also emerged is that, although the storage areas are neat, dry and clean and well kept, the resources are not as accessible as some educators would like. We need to put in place a more user-friendly borrowing system which will promote and encourage the use of the materials.

Educators at both of these schools do try to involve their learners in the lessons taught. The pupils are reported to be keen and enthusiastic to learn and they

participate willingly in the lessons. More opportunities need to potentially be created for the pupils to participate more fully in the lessons. Both trainers dealt with the formation of ability groups which will allow for children of like abilities to be set tasks commensurate with their ability levels. More, and more appropriate written work which could be recorded in the children's classwork books was dealt with.

These schools are situated in a location, and previously, vandalism of the schools was prevalent. The committed and dedicated principals have made the extended community aware of the value of education, and the enrolment at these two schools is high. Additionally, all vandalism at the schools has ceased.

The schools are proactive and their gardens, vegetable gardens and general school surrounds are neat and well maintained. They are open to working with multiple projects to progress opportunities for their schools, and are at present involved with Kiwi (shoe polish) and a school related initiative.

The classrooms are reported to be neat and attractive, with posters and educational charts displayed on the walls.





“Success is not final, failure is not fatal: it is the courage to continue that counts.”

Sir Winston Churchill

The community is generally poor, with much unemployment in evidence and the associated challenges connected with very limited income. Many families obviously depend on government grants and there are few business opportunities available in this community. Some members are fairly entrepreneurial and individualised small businesses are in evidence. Generally, this was a positive school visit.

Teacher Comments

- Edupeg is a very interesting programme for both our learners and the educators. It also helped our school during IQMS and our educators are now confident to do demonstration lessons. (V P Banzi – Nobuntu Senior Primary)
- Edupeg is an “eye opener” in a way. Ever since we are in partnership with the programme our learners are eager to learn. The activities include fun and games and the learners are full participants of the lesson. (Ms R N Ntsepe - Nobuntu Senior Primary)

Intermediate Phase

- The Edupeg project is very interesting to me and my learners as it helps me to teach effectively. The material is excellent as it also boosts the learners’ interest in any activity. I have been supported by Edupeg to practice more ways of teaching. (Mrs N. S. Jacobs – Nomhle Junior Primary)
- It is nice to have someone evaluate / assess the teaching and learning in your class. The atmosphere was welcoming and not intimidating, for both the educator and the learners. The books bring about liveliness in class. Thank you! Visit again. (Mrs V. E. Qila – Nomhle Junior Primary)
- The programme is very helpful to our school. We cannot do without it. The learners also show interest because they are having fun when using this apparatus. The pictures are useful to all our Learning Areas. (Mrs P. N. Stwayi – Nobuntu Senior Primary)
- Edupeg is very helpful to us in our teaching, boosting language and counting for the learners. It keeps the learners busy when the educator is not available in the classroom. (Mrs. N. M. Mfana - Nobuntu Senior Primary)

Principal Comments

- The Edupeg programme created a lively atmosphere. The books are very resourceful and the learners show interest and enjoyment when using them. The trainers also helped the educators to be able to use the books in all Learning Areas. (Mrs Z. H. Pono – Nomhle Primary)
- Support visits by Edupeg are very beneficial to both learners and the educators. The educators get first hand assistance in their teaching methods. (Mr B. E. Mlungwana – Nobuntu Primary)

Teacher Comments

Foundation Phase

- I enjoyed presenting the lesson because the learners were very interested in Edupeg Books. (Mrs T F Hermans – Nomhle Junior Primary)
- The Edupeg workbooks are interesting. I find them very helpful as additional resources to my lesson. The learners find them very attractive and useful. (Mrs Z V Jantjies – Nomhle Junior Primary)
- I feel confident when I am working with the Edupeg material. My learners can work independently using the Edupeg material. (Mrs Sikroba – Nomhle Junior Primary)



Education Through Action

Chintsa

27 May 2011

STATISTICS

Number of schools	1
Number of pupils	158
Numbers of teachers and principals	8

This well built farm school is fortunate to benefit from the largesse of the local white farming community, visiting tourists – both local and international – and the education department. Community support has ensured that the school nutrition programme has resumed and this daily meal is much appreciated by the children at the school, as their community faces many of the challenges that we so frequently experience, due to unemployment and poverty. Theresa and Vuyo mention in their report that many of the children are not dressed in school uniform and that, although the day of our visit was bitterly cold, many children had no shoes on their feet. The majority of households appear to depend on government grants and the houses are predominantly those built by the RDP (Reconstruction and Development Programme).

We carefully confirmed our visit to this school as we have previous experience of teachers being unprepared and unwilling to engage with our trainers. Unfortunately, although all was confirmed to be in order, the educators were quite negative and completely unprepared to teach lessons of any description. The excuse given was the Grade 3 and Grade 6 children were involved with external evaluations. This, however, leaves six other grades who were not involved in these procedures. Some end of term tests, which were compiled by the district office, were also to be administered, but it did not appear that these evaluations were to take place on the day of our visit. A further complaint was that some educators needed to set exam papers – as not all examinations were to be set at the district office. It is unclear if the

teachers planned to set these exams in pupil:teacher contact time during the teaching day.

Vuyo and Theresa are extremely diplomatic and sensitive to the challenges faced by the educators in schools. They engaged with the teachers, demonstrating once again how our resources correlate with the curriculum, the Foundations for Learning documentation and the newly delivered common workbooks (Grade R to Grade 7). The alignment of our visit and feedback with the IQMS (Integrated Quality Management System) was also brought to the attention of the staff, and how our support visit can beneficially impact on this required process. It is potentially following this exchange that educators agreed to our visit. The teachers appeared to be much impressed and asked for time to prepare lessons for observation. Both Vuyo and Theresa were thus able to see lessons, in their phases.

“Talk and Chalk” was the dominant method utilized, with the children being given limited opportunities to actively engage with their own learning. Both trainers comment that the children were keen, interested, enthusiastic and very willing to learn. Some good verbal communication was established in Grade R, and Theresa notes that the children “participated with joy and interest”.





In both phases where lessons were observed, the classes were multi-grade combinations, but there appeared to be no differentiation of activities. The set tasks were quite acceptable, but appeared to somewhat lack creativity and originality. Mrs. dos Santos, in the Foundation Phase, appears to utilize the Edupeg resources, but the remainder of the staff do not appear to do so. Both trainers mention that the school is quite well resourced, due to support and donations from external patrons. However, it would appear that the educators have little experience in using resources and rely predominantly on whole class teaching, “talk and chalk” and “question and answer” teaching strategies. The negative impact of such methods results in children being heavily reliant on the teacher, with minimal, if any, opportunity for individual growth and development. Non-independent learners result and both verbal and written communication is frequently stilted.

The principal does appear to support our intervention into the school but, regardless of the month in which we visit, there appears to be a reason for the inconvenience of the timing. Teachers need to be “on time” and “on task”, daily, with prepared lessons to motivate and stimulate the learners and learning and evaluations and assessments should ideally not create the disruption that is so very obvious in a number of schools that we visit.

This school continues to need support.

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

Sir Winston Churchill

Principal Comments

- The progress made by Edupeg with the educators is acknowledged. There were many developments in the school. Despite this, the date for the visits did not have the desired impact because pupils were busy with common exams. How I wish that these visits could be rescheduled so that the dates don’t clash with exam periods. (Mr Z. Sobandla – Chintsa Primary)

Teacher Comments

Foundation Phase

- I acknowledge and recommend Edupeg because it helps and improves the skills in Grade R in Maths and Language. It also improves the learners’ thinking skills. The way the Edupeg books are designed is interesting and attractive. (Miss N T Pati – Chintsa Primary)
- Your teaching and learning material assists me, as a multi-grade teacher, to occupy the other grades whilst I am busy with a particular grade. Even in planning, it assists me. (Mrs Dos Santos – Chintsa Primary)

Intermediate Phase

- Edupeg material plays an important role with integration in our lessons. I used Edupeg Book 15 for my lesson plan for Careers in Grade 7, as well as Book 16 in Grade 4, for the lesson about Cultures, in Life Orientation. (Miss N. F. Ngamlana. - Chintsa Primary)
- The Edupeg material plays an important part in education. It makes learning easy for the educators and the learners and it also arouses the learners’ interest in learning, allowing them to concentrate. (Mr V. Matyhila - Chintsa Primary)





Education Through Action

Addo

30 May-2 June 2011

STATISTICS

Number of schools	6
Number of pupils	2 174
Numbers of teachers and principals	71

When reflecting on the Edupeg training in Addo, I realized how this cluster is, in reality, a microcosm of South African primary school education.

In the six schools that we visited, we were exposed to principals who were positive leaders, great role models, who are supportive of both the educators and the children, who are available to the parents, and those who are few, if any, of the above.

We worked with teachers who are teaching without receiving a salary; those who are caring and nurturing of the children in their class and who work diligently with their pupils, revising and consolidating concepts to ensure that the children expand their knowledge and skills levels. We experienced, too, educators whose focus appears to be more on themselves, with scant awareness of the needs of the learners.

We saw teachers who are working together, without their principal who has been on sick leave for a

number of years, where the staff fulfil his duties without any additional remuneration. And we saw staff who are almost immobilized due to staffing issues that have created factions and politics in the school, causing a destructive and demotivating teaching and learning environment.

We visited schools where lessons had been planned and a productive teaching and learning experience was created. And we experienced teachers who are still asking for demonstration lessons, who have "forgotten" what to do, who are unable to correlate teaching and learning resources and who see each resource as a separate and entirely unrelated entity.

What we saw everywhere were children keen, eager and willing to learn, thrilled to have colourful and stimulating activities to engage with and eager to participate in the set tasks.

Again, focus was placed on the necessity for the teachers to be aware of the ability levels of their children, and to challenge their pupils appropriately, with tasks and activities commensurate with their varying abilities. The still predominant "talk and chalk" method that we continue to observe in so many classrooms limits the input from the children, stunts creativity and originality of thought, relies heavily on and usually predominantly affirms only the brighter children.





There are pupils who usually know the answers and indicate this by putting their hands up with those children who are sitting mutely or who appear bewildered seldom, if ever, asked to answer a question. With a false sense of security (that all the children understand the concept) a task is set. The teacher then laboriously moves around the classroom, individually “teaching/coaching” the children at their desks as a multitude of children are unable to proceed unaided. This creates a sense of dependence on the teacher, and even those children who are capable tend to complete a sum and then wait for approval to continue. This dependence obviously inhibits the independence that we are seeking and stunts growth and development and, additionally, those less able students often lose confidence and self esteem.

Planning and implementing more than one activity, i.e. potentially 3 or 4 activities, for the brighter students, the average students; the weaker students and the very weak students, requires that a teacher knows the ability levels of her children and requires more time and effort. Many teachers are reluctant to do this. Those who are trying this are richly rewarded by the deeply satisfying awareness of the improved skills level and capacity of their pupils, as well as the learners’ enjoyment and increased competence.

The obstructive educators at Vusumzi Primary are responsible for our removing our resources and placing them at A.V. Bukani Primary – whose enrolment continues to grow and where positive teaching and learning is taking place.

We were thrilled to see that, under the National Education Department, school feeding has resumed in this cluster. School transport does not yet appear to be fully functional, but another huge plus was the delivery of stationery to the schools – the first delivery to any of our Eastern Cape schools this year!

Virtually all of the school buildings and school grounds require refurbishment and the undeveloped playgrounds also need to be made more stimulating and creative recreational areas. Most schools need additional school furniture. Additionally, principals and educators need to

ensure that the damaged furniture is repaired promptly, not left to deteriorate until it is unusable.

Sunland Primary has been closed and the learners and educators have been placed in surrounding schools. In some instances this has resulted in the formation of factions in the schools, with rivalry and school politics very evident as a negative presence in the school.

Change and development is slow - at times there are people who are willing to try new ideas and to be challenged, so as to grow and develop – and there are those who resist change at all costs and are additionally obstructive in the process.

We find all of the above in Addo, and so we persevere and hope to be agents of positive and developmental change.

Principal Comments

- The Edupeg visit was more informative today in that a lot has been shared. The planning and linking with resources was shared. Thank you. (Mr Z. Tambo – A. V. Bukani Primary).
- The learners are trying their best to know how to use this programme. They are very interested. It helps the educators when they are busy with slow learners as other learners are busy working using Edupeg. The staff appreciate your visits. (Mrs N. V. Befile – Bongolethu Primary)
- On behalf of the staff and the learners, I want to thank your facilitators for visiting our school for the development of our educators and the learners. (Mr T. V. Ngqongwa – St Ignatius Primary).
- There was a communication breakdown in terms of the date for the visit, otherwise you are still welcome in our institution. (Mr Marenene – Mhlophekazi Primary).
- Juf. Du Plessis is vriendelik, aangenaam en baie behulpsaam. Dis ‘n plesier om met julle te werk. Dankie vir u julle ondersteuning. (Me. S. Cook – La Trobe Mor)



“Leaders grow, they are not made.”

Peter Drucker



Teacher Comments

Foundation Phase

- Edupeg develops me and my learners. The activities are easy to understand. The learners are interested in using the pegboards.
(Miss Labase – A.V. Bukani Primary)
- The books are colourful and attractive. That is why they are good for the Foundation Phase learners.
(Ms Nxhema - A.V. Bukani Primary)
- It is easy to use Edupeg in my class because it gives the learners a chance to participate and work together in groups.
(Mrs Georgious - A.V. Bukani Primary)
- Edupeg activities are useful and the children like it. When we were counting and using number names it was easy for the learners to integrate. Thank you Edupeg!
(Mrs Tyatya – Bongolethu Primary)
- I have been using Edupeg and it helps my learners to understand the concept easily. The facilitators develop us and we appreciate this.
(Ms Kekana - Bongolethu Primary)
- The learners are able to work independently when using Edupeg. Edupeg promotes the participation of the children. Thank you for the books.
(Ms Nkcenkce - Bongolethu Primary)
- This programme is very interesting and helpful to the educators and the learners. The learners enjoy working with the peg boards and paging through the colourful pictures. It gives the learners a chance to work independently.
(Mrs M.N. Fete - Mlophekhekazi Primary)
- Dit is veral goed om Ingrid se kommentaar te hoor oor die lesse wat aangebied is. Ek vind dit leersaam en toepaslik vir verdere selfontwikkeling. Dankie Ingrid.
(Me Jansen – La Trobe Mor)
- Dit is altyd aangenaam om u hier by ons te hê. U gee elke keer goeie idees hoe om van die boeke gebruik te maak.
(Me Oliver – La Trobe Mor)
- Baie dankie vir die tyd wat u opgeoffer het om ons skool te besoek. Dankie vir u hulp en ondersteuning. 'n Mens leer elke dag. Ek kon vandag weer iets van u leer.
(Me Koeberg – La Trobe Mor)



Intermediate Phase

- Edupeg is so helpful; it helps the learners to gain some more knowledge. By using Edupeg Books the learners are much better occupied and are so interested to use the Edupeg pegboards. (Mrs N.G. Nzeuza – A. V. Bukani Primary)
- Edupeg is very helpful and it assists the slow learners to develop self esteem. It integrates all the Learning Areas. (Mrs X.E. Sam – A. V. Bukani Primary)
- We see Edupeg as a good resource (additional resource in all Learning Areas). It also gives us an opportunity for differentiated lessons for the learners with special needs. (Miss L.P. Ngcukale – A. V. Bukani Primary)
- I am very comfortable working with the Edupeg facilitators and the material. The material can be used in all our Learning Areas in a very interesting way. We are proud of Edupeg. We therefore thank all those involved in the process of providing the product and the training. (Mrs N.B. Gxolo – St Ignatius Primary)
- I would like to thank you, Edupeg, for the input that we get from you. Every time you come for a visit we feel there is a contribution towards teacher development. Can you increase the visits each year for our development? (Mr L.L. Hloyi – St Ignatius Primary)
- We thank Edupeg for helping the educators and the learners of our school. It's a great pleasure to welcome them. They are helping us to develop strategies of teaching and learning. We hope they will always be there to guide us and bring new developments. (Mr Z.D. Hini – Mhlophekazi Primary).
- Dit was 'n plesier om u hulle hier te gehad het. Dit was baie leersaam. Dit is iets wat ek definitief kan gebruik in my klas. (Ms Koeberg – La Trobe Mor)
- Ek het die les saam met die leerders geniet. Nog dinge wat ek nie verstaan het nie, is aan my verduidelik. (Me S. Cook – La Trobe Mor)





Eastern Cape



Education Through Action

Kolomane

6-10 June 2011

STATISTICS

Number of schools	5
Number of pupils	550
Numbers of teachers and principals	35

About 65 km outside Queenstown lies the turning to Kolomane, a remote area reached by a gravel road that has received little maintenance over the past years. The magnificent, mature oak trees, the now shabby gabled homesteads and the huge pasture lands tell a tale of a bygone era, when this rich farmland was highly productive.

The road is now washed away in places, the small bridges are in a state of poor repair, the road is rutted and potholes, which were filled with water during our wet, wintery visit, dominate the road surface.

Tiny clusters of huts cling to the mountain sides, many of which look to be too poor and humble for human habitation. Small herds of cattle, small flocks of sheep and herds of goats are evident and subsistence farming is practised. However, we saw few, if any crops; not even the quite hardy and resilient spinach that we so often find in school vegetable gardens.



The remote multi-grade schools in this cluster receive minimal, if any, support, due to their location. Ms Werne Pretorius, Deputy Chief Education Specialist, of the Fort Beaufort Department of Education, made a special plea that we assist these schools, which we have done for the past 4 years. During my visit, I was saddened by what I was exposed to in this cluster. The very cold and rainy weather was obviously a very real factor in both educator and pupil absenteeism. The access road was virtually impassable and no regular school transport vehicle would have been able to negotiate the roads. The majority of teachers live either in Queenstown or Fort Beaufort and travelling by passenger vehicle would have been extremely challenging as, even in a 4x4 bakkie, the road was virtually impassable. Vuyo negotiated the, at times, completely treacherous descent from this mountainous region, with it taking just over two hours for our return trip to the tar road. With much teacher and pupil absenteeism, we were obviously unable to engage with all the educators.

Focus was placed on neat and accessible storage and we helped to facilitate this. The complete absence of any cupboards or shelving makes classroom structure and organization very challenging. Additionally, areas that are demarcated for storage are not always secure, which results in the school nutrition foodstuffs, the fencing wire, outdoor tools and implements, etc. being stored in the classrooms – a situation that is hardly conducive to teaching and learning.





The children are in multi-grade classes, and were sitting randomly in the classroom. This makes it extremely challenging for teachers to best support learners who are in various grades. It appears fairly obvious that the more mature and advanced learners are tasked with supporting the less able students, a system which is far from appropriate in a multi-grade class.

The Grade 1 children had difficulty with forming numerals and many numeral reversals were evident in the written work which we set. It was sad to see children automatically copying their peers, although all children had their own set task. These young learners lack the confidence and self esteem to trust their own ability, which plays a detrimental role in their learning development.

The Grade 2 and 3 learners were functioning at a low level, but were very keen and enthusiastic to have tasks to complete and they all applied themselves willingly to the set activities.

The Intermediate Phase / Senior Phase learners with whom I came in contact were extremely willing to engage with any set activities. They were keen and eager to please and enjoyed being given small responsibilities in the Foundation Phase, where they helped and assisted due to the teacher absenteeism. Most of the children were immaculately turned out, – even in the freezing and rainy weather that we experienced in early June. One can only wonder what opportunities must be open to these vibrant young people, who are situated in this very remote area and where the education to which they are exposed, is far from ideal.

The necessity for children to record written maths and language activities was impressed on the principals. It was also shared that the children should be exposed to a rich variety of activities from all and any resources available. The need for the young children to have extensive opportunities to interact with appropriate reading material daily was also impressed on principals. In the lower grades this engagement could simply include the children “reading” the pictures, until they acquire additional reading skills.

This is an expensive cluster to visit, due to the necessity to hire a 4x4 vehicle. We have also made very minimal progress here. I am, however, loath to abandon these remote schools and hope that, after this focussed support, we may see some positive development.

Principal Comments

- Edupeg has been of great support to our school. The educators make use of Edupeg whenever they need to. It empowers both the learners and the educators. (Mr L. S. Sanadayi - Buthisizwe Primary)
- Edupeg plays a big role for our learners to gain more information. It empowers our learners and educators to work together. We appreciate this project very much. (Mrs N. C. Cakucaku – Mandlakapheli Primary)
- The programme is of great help both to the learners, the educators and the community at large as it is an additional resource in our school. (Mr S. Jali– Sinethemba Primary)
- As a school, we have benefited a lot from the programme. The learners are enjoying using the programme in all Learning Areas. The programme is also helpful to the educators and it makes their lives easier. (Mr Xaba – Zimasile Primary)
- This visit to my school helped me very much because I gained a lot. The facilitator gave me so much good advice on how to improve the standard of the school.





“You only live once, but if you do it right, once is enough.”

Mae West, actress

Teacher Comments

Foundation Phase



- I appreciate what the facilitator has taught me. Using Edupeg is easy, interesting and fun for my learners. (Mrs Nkayi - Sinethemba Primary)
- I will use the books for my Grade R learners because I have noticed the books are suitable and the learners enjoy the activities. (Miss Nqazo - Zimasile Primary)
- Edupeg is very clear and simple for the learners because it is easy to grasp and they enjoy the activities from the books. The facilitators are very friendly and dedicated. (Mrs N.V. Gqokoma – Nxamkwana Junior Primary)
- The Edupeg project is very good and very important for our learners. Their books are good for vocabulary and give learners motivation to work. They also help teachers to check the learners’ performance. (N.E. Jwambi – Mandlakapheli Primary)
- Edupeg has given me confidence to teach my learners. The learners enjoy the activities very much. (Miss G. Bali – Mandlakapheli Primary)
- Edupeg is very conducive for primary school education in all Learning Areas, most especially in numeracy. It helps the learners with counting. In fact it helps with all the operations in Mathematics. (Ntombesisa Q. Semana – Buthisizwe Primary)





Intermediate Phase

- I use Edupeg in Mathematics as a teaching aid. I have found that our learners experience fun when they use the Edupeg resources. They feel proud and have confidence to use them. (Mrs Q. M. Quwe – Buthisizwe Primary)
- The books are very useful in the English language, especially the pictures because some are familiar with our environment. I use them a lot in story telling. They make the class active. (Miss S. Kahlana – Buthisizwe Primary)
- The Edupeg project is great. The books are understandable. They help during each lesson when using them. The learners enjoy the books and the activities are clear. (Miss T. Mbambeni – Mandlakapheli Primary)
- Edupeg helps us to consolidate and reinforce the work done. The support from the facilitators is very encouraging and motivating. (Mr S. Jali – Sinethemba Primary)
- The programme helps the learners and educators a lot in teaching and learning. There are many useful activities in the books and all the Learning Areas are involved. (Miss N. Nkabi – Zimasile Primary)





Eastern Cape



Education Through Action

Bizana

6-11 June 2011

STATISTICS

Number of schools	5
Number of pupils	2 624
Numbers of teachers and principals	48

Originally the schools in this remote cluster were sponsored by the N.B.I. (National Business Initiative) in the Eastern Cape. Training was outsourced to The Catholic Welfare Association and Brother Jim, a dedicated Irish priest, gave the schools educational support.

Brother Jim passed away following a heart attack and our funding from the Eastern Cape N.B.I. ended when their East London offices were closed and there was uncertainty and instability re funding for this province. With our own funding woes at this time, we were unable to fund this remote cluster.

Information of our support of the schools in the Kokstad cluster reached some of the Bizana principals who, of their own volition, travelled through to Kokstad to petition our trainers and to seek support for their schools. With our being able to secure more reliable funding, we agreed to assist these schools.

Our visit was scheduled during early June, when South Africa was exposed to bitterly cold and wet weather due to pressure systems crossing the continent. Thobelani needs to be commended for his careful and safe driving on the poorly maintained roads, in very challenging weather conditions. On the final day of our visit to this cluster, our intrepid little team was stuck in the mud for in excess of an hour. Members of the local community eventually helped them to get out of the mud and they were advised to turn around due to worsening weather conditions and a deteriorating road system further into the community. Thus, unfortunately, Madadana Primary was not visited during this time.

Eastern Cape provincial examinations were taking place in some of our schools during this week. This did impact somewhat on our ability to interact and engage with teachers and pupils in the Intermediate/Senior Phases. Generally however plans were made and positive interaction with some grades was made possible.

It is very distressing to hear about the shocking teaching and learning conditions in this remote cluster. Seventeen years into our democracy, these schools are poorly maintained, with cardboard placed ineffectively in the numerous gaping holes in the broken window frames. These are obviously some deterrent, but quite inadequate to prevent the cold and icy, as well as rainy, conditions that were





prevalent during our visit – and obviously throughout the winter. Large stones are used to weigh down the corrugated iron on the rooftops, in an attempt to prevent these blowing away in the high winds that can be experienced in this area.

Pit toilets, inadequate for the number of persons using these, are the provided toilet facilities, which our unspoilt and well mannered trainers describe as disgusting.

At Lugwijini Primary School, the Intermediate/Senior Phase are cramped 4 into a 2 person desk, in classrooms that lack pictures and posters and basically stimulation of any kind. However, probably the most affecting of all was the Foundation Phase children who are forced to sit and learn and write on the cold and dirty floor, as they have no school furniture at all!

Lack of resources and stationery were evident at all of the schools, with perhaps the exception of a pleasing amount of textbooks at Lugwijini Primary. Strange that a school would have a rich resource of textbooks, but completely inadequate classroom furniture. Principal and teacher absenteeism were quite evident during our visit, and at one school it was noticed that some educators had taken the opportunity to sit outside in the watery winter sunshine, leaving their classes unattended.

Our trainers also interacted with principals and educators who were very keen and eager to gain knowledge and understanding about Edupeg and to improve their skills and strategies of teaching and learning.

The children, with the exception of those at Lugwijini Primary – who are described as being ill-disciplined, were all polite, respectful, keen and eager to learn and excited and motivated when given an opportunity to engage with the Edupeg resources.

Workshops and mini-workshops were held during the week. Focus was placed on the importance of ability grouping, specifically for mathematics, and the need for daily, neat and accurate written work. It was

encouraging for Sibongile and Nomvuzo to observe how much the pupils enjoyed utilizing our bright, colourful and attractive learning resources and how enthusiastic they were to more fully participate in the teaching and learning process.

Perceptual skills, thinking, reasoning and concentration were developed. When language activities were utilized, focus was placed on the reading of instructions, vocabulary, sentence construction, discussion, word banks and use of dictionaries.

We obviously face multiple challenges when seeking to uplift education in this remote cluster. At present we will remain engaged with these schools where there remains much to achieve.

Principal Comments

- The Edupeg team arrived here at school at 08h30, to give support on Edupeg activities and they did presentations, in the Grades 1 and 2 classes. We liked the presentations They were interesting. (Mr SS Mtamo – Deputy Principal- Ebenezer Junior Secondary)
- We are grateful for your visit to our school. We are looking at keeping a high standard in teaching and learning. We appreciated your visit. Thank you!!! (Mrs PN Madikizela – Deputy Principal – Ingcingo Junior Secondary)
- The demonstration lesson observed was conducted by Mrs Godlwana in Grade 1. She used new approaches when dealing with Numeracy and demonstrated to the children a thorough knowledge of different resources. This material makes learning interesting and therefore we recommend they re-visit the school early next term. (Mr MT Madikizela – Izwelethu Senior Primary)
- The Edupeg Programme is interesting. A full demonstration could not be achieved because of lack of facilities. We hope the condition will improve very soon. (Mr M Dlanga - Lugwijini Junior Secondary)



“If not you, who? If not now, when?”

The Talmud

Teacher Comments

Foundation Phase

- Learners were working independently. They were grouped, and each group was busy with its own activity. We like Edupeg activities and the learners liked them too. (Miss K Nomadwayi, HOD – Ebenezer Junior Secondary)
- We have observed the facilitator using the Edupeg resources and the lessons were very interesting. The learners were pleased to work with the Edupeg material. (Miss S Sontsele - Ebenezer Junior Secondary)
- The demonstration lesson was interesting. The learners enjoyed it. We were shown an Edupeg Resource Book and how it works. (Miss A Mampofu - Ebenezer Junior Secondary)
- I found the books very interesting. They have got good exercises. The learners enjoyed the activities. I am going to use the Edupeg books more often. The Edupeg books encourage reasoning. We, as the Foundation Phase educators have gained a lot and the facilitator is very good. (Miss Z Mdodana - Izwelethu Primary)
- I learnt about grouping my learners. The Edupeg books are relevant to the Foundations for Learning and new Numeracy workbooks. (Educator - Izwelethu Primary)
- The presentation was well done, but as a school, we have no furniture for our learners. Children work on the floor. There are no Edupeg books that were given to the staff. Our SMT did not give us the Edupeg material. (Miss M V Mgulwa - Lugwijini Junior Secondary)
- The facilitators could not do the demonstration well, because they discovered that there is no furniture for the children. They were sitting on the floor. (Mrs E N Mpetshwa - Lugwijini Junior Secondary)

Intermediate Phase

- Nomvuzo was very active. Her presentation was interesting and the learners were fully involved. (Mrs D Gebe – Ebenezer Junior Secondary)
- The presentation was very good and the learners were fully involved. Miss LS Tshuta – Ebenezer Junior Secondary)
- The Edupeg material and lessons are very interesting and challenging to educators. (Miss N Gxagxiso – Izwelethu Senior Primary)
- The demonstration tasks were done by Miss Kiviet. She gave us different resources and I gained a lot about Language teaching and how to use these resources. (Miss N Mgwebi - Izwelethu Senior Primary)
- Edupeg has done a lot for me and I am ready to apply what they taught me in class. (Mr KB Libazi – Izwelethu Senior Primary)
- The lessons were very informative and I could observe that the learners enjoyed the activities and that they were quite inquisitive. Given more time the lessons could be helpful. (Mr S Rapiya – Lugwijini Junior Secondary)

