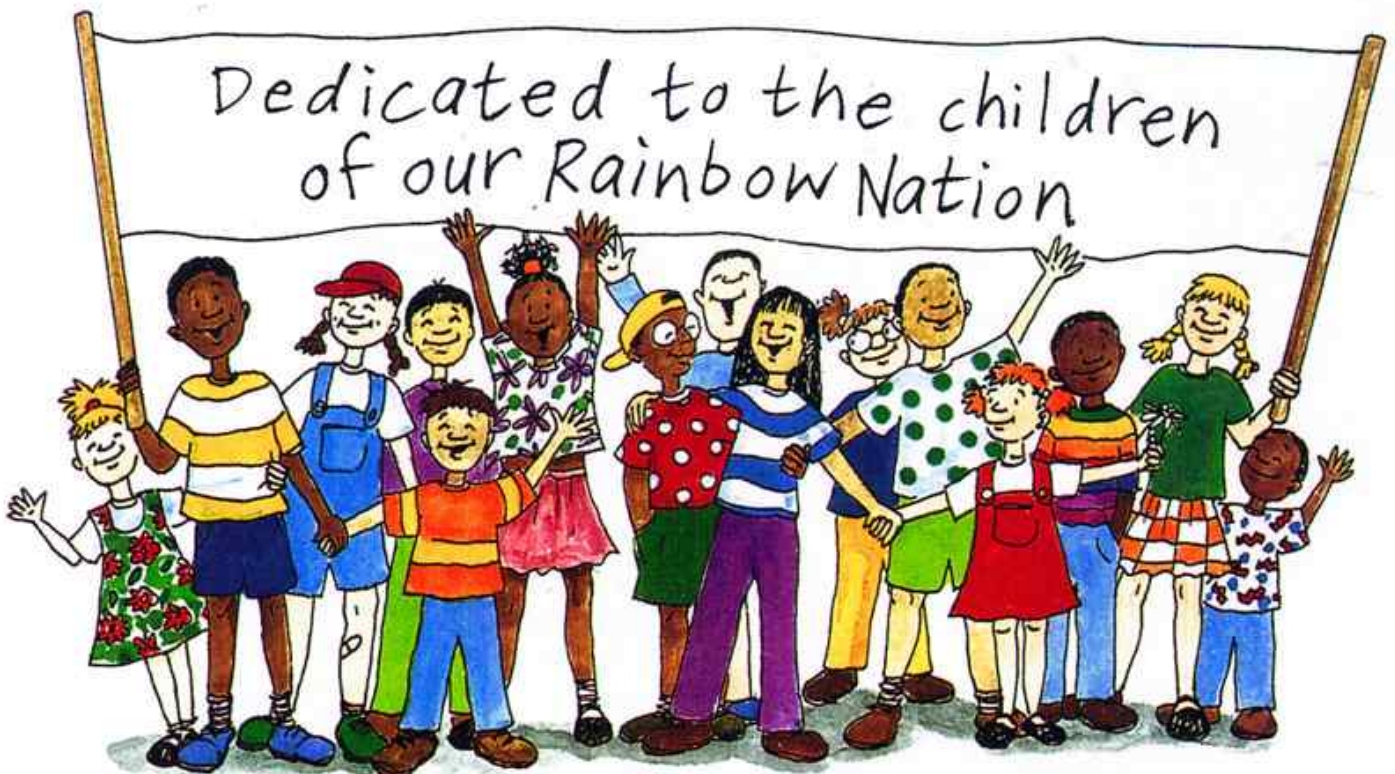




Edu-peg

# THE SACTWU EDUPEG PROJECT

## 4<sup>th</sup> QUARTER REPORTS 2007



*"The Youth of our country are the valued possession of the nation. Without them there is no future. Their needs are immense and urgent."*

Nelson Mandela - From his address to the House of Parliament, Cape Town, 24 May 1994.

Compiled by: E.A. Swersky - Project Manager & National Coordinator



**THE SACTWU  
EDUPEG PROJECT**

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2007**

**KWA-ZULU NATAL**

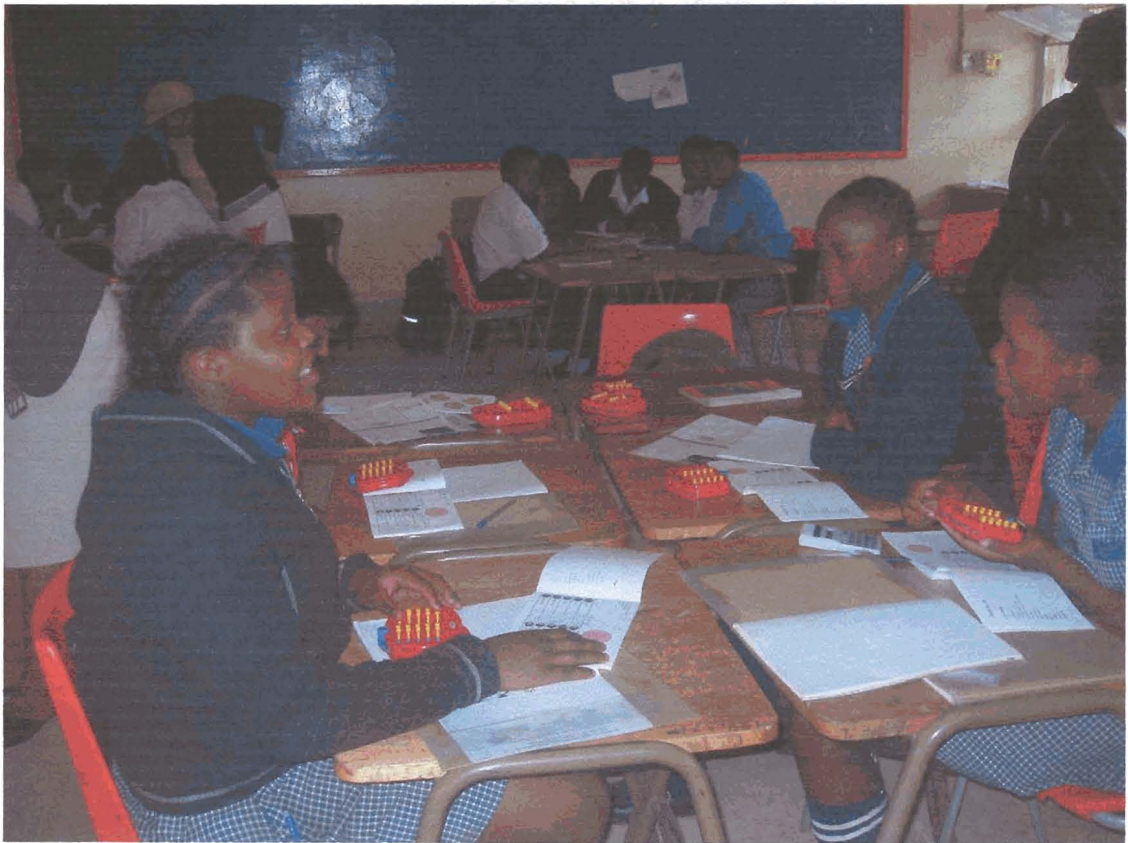


# THE SACTWU EDUPEG PROJECT

## Kwa-Zulu Natal Primary Schools Project Camperdown 4th Quarter 2007

Sponsors:  
SACTWU;

Vukani Gaming Corporation (Pty) Ltd;  
The HCI Foundation



The seven primary schools in this cluster form part of a bigger cluster that were resourced by Edupeg in 2002. The request for these resources came from the Kwa-Zulu Natal Department of Education, who were working with The Valley Trust, a very reputable NGO in Kwa-Zulu Natal. The broad project was to promote and increase learning in both Maths and Science, at primary school level. Edupeg provided our resource material, which was to be utilised along with resources from The Valley Trust. Our then trainer, Myles Ritchie, trained the Valley Trust facilitators, who were to then train the educators in the designated schools, how to utilise and implement Edupeg in their classes.

Name of school	Pupil enrolment	Teachers & Principals
Charles Memorial Primary School	559	13
Georgedale Primary School	1519	29
Ingede Primary School	776	19
Intongela Primary School	507	14
Fredville Primary School	688	14
Camperdown Primary School	173	8
	4222	97



This model we used in a number of provinces, in a number of projects. We had resources and only a few facilitators. Other projects had facilitators and few or no resources (to demonstrate OBE) in classes. We changed this model of training some 4 years ago, when it became apparent that Edupeg resources were not given the recognition and exposure that they deserved, and we found that little, if anything was done with this valuable resource (in schools). All materials were sent to The Valley Trust, and delivered into the individual schools by the facilitators (when they visited the schools). At present we are doing an audit of all materials, and following this we will establish what resources each school requires to be able to function effectively (using Edupeg). Materials will be sent directly to Ms. Brenda Vilbro, our Kwa-Zulu Natal facilitator, and each day when our designated trainers are visiting the schools, they will deliver the top-up materials. A principals' meeting was scheduled for all school principals in this cluster, where we shared with them, the intentions and objectives of our training. We were very positively received and there was an atmosphere of excitement and expectation about the up-coming training. All schools received their training dates and times at this gathering. The format of these school based visits was to introduce the trainers to the staff (they had already met the principals at the principals' meeting), and then, in the workshops, to familiarise the educators with the Edupeg resource material, how it can be used, its flexibility and compatibility with OBE and RNCS, etc. The facilitators were very well received, and they were treated with courtesy and respect at all of the schools which they visited. A number of schools have requested longer workshops, and the venue of one of the workshops does not appear to be suitable. We will look to rectify the issues in this cluster, going forward. We are pleased to have been afforded the opportunity to return to this cluster, to perform Edupeg specific training and facilitation in these schools. We thank both SACTWU, and The Vukani Gaming Corporation (Pty) Ltd - Kwa-Zulu Natal, for their generous funding, which enables us to fulfill our work in this community. In the schools in this cluster, the Edupeg facilitators have demonstrated lessons for teachers. Teachers have been delighted to observe how flexible the Edupeg programme is, and how through careful planning, multiple activities can be utilised in a single lesson, to meet the needs of the varying ability groups prevalent in a class. Teachers are also pleased to observe that written activities, which promote neat and accurate recording of answers, including showing methods of "working out" are very much part of the demonstrated lessons. (Many children that we observe in schools today are struggling with spatial and perceptual problems. Many of these problems can be attributed to:-

- lack of exposure to perceptual development activities at Foundation Phase level, where these tasks are not only important, but essential for formulating sound learning concepts. Edupeg has a comprehensive Perceptual Skills section.
- the overload of inappropriate use of photo-copied activity sheets, which require the learners, to fill in, only the correct answers. This method of activities promotes dishonesty - as pupils just copy each others answers, as they frequently have no idea how to answer. It also promotes a concept that teachers are only interested in "correct answers" and that the methods to achieve these answers (which are wherein the real learning lies), are of insignificant importance. Pupils then dis-regard the method and replace this with the "correct answer culture". This method also impacts on spatial concepts, as pupils are not asked to neatly set out a page of work, but rather just fill in photocopied sheets. Besides the prohibitive costs of both copier ink and paper, this method is not grounded in sound educational principles. (Photocopied sheets can and do play a role in classroom teaching - abuse of this method, does not).

During all school based visits, as well as during demonstration lessons and observation lessons, sound educational practice, including comprehensive and responsible recording of activities are covered. Schools in this cluster display many of the characteristics that we come to know well, through working in disadvantaged primary schools. The large number of pupils per class, the broken and inadequate classroom furniture that forces 3 or more learners into a desk designed for 2, etc. Bereavements plague this community, as they do many other rural areas, and teacher and principal absenteeism is quite prolific. In some schools the teaching day is curtailed by a significant amount of time, to enable entire staff contingents to pay their respects at funerals and memorial services.

