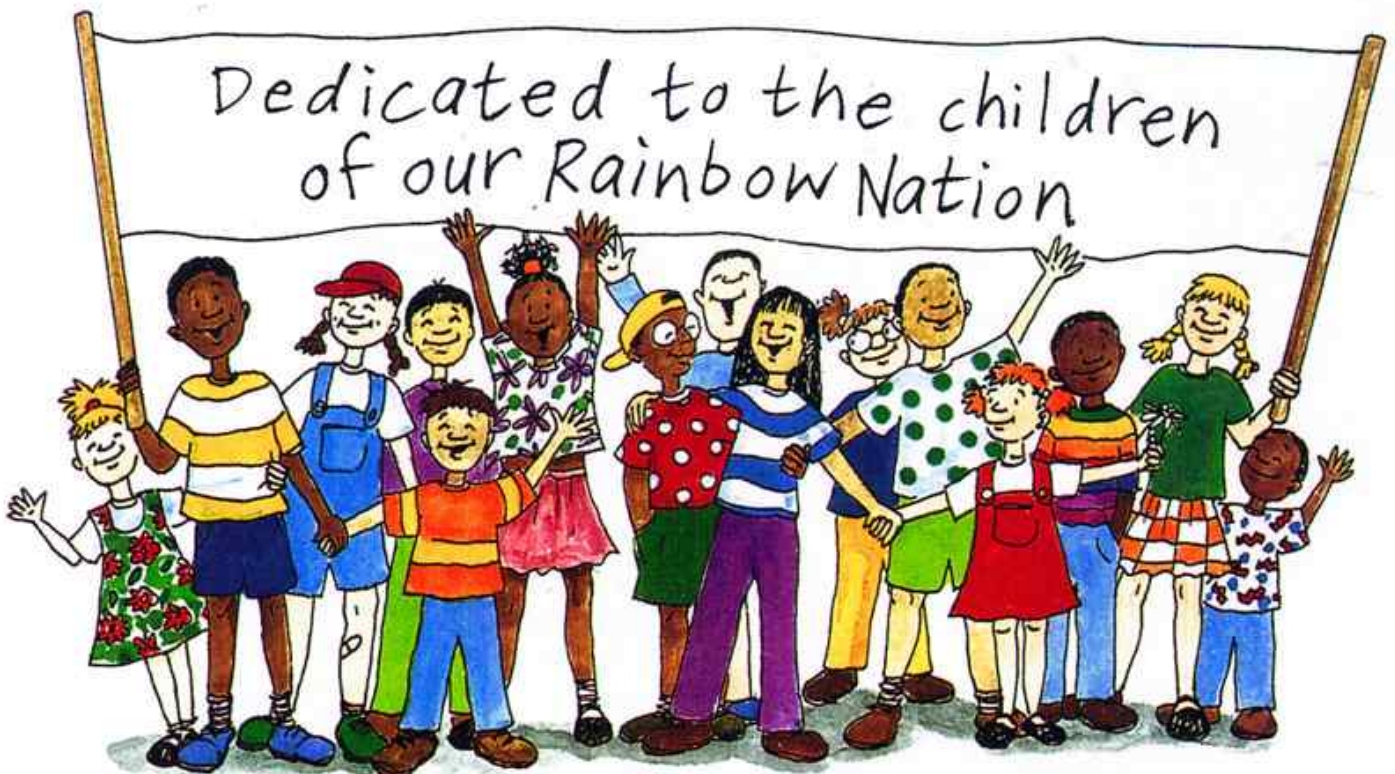




Edu-peg

THE SACTWU EDUPEG PROJECT

1st QUARTER REPORTS 2008



"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**

**1st QUARTER REPORTS
2008**

EASTERN CAPE

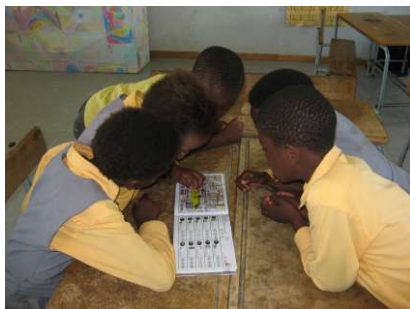


Name of school	Pupil enrolment	Teachers & Principal
Tyatyora Primary school	22	3
Lamyeni Primary School	40	4
Danoxolo Primary School	41	3
Ngwevu Primary School	33	3
Qaka Combined Primary School	62	7
	198	20

The visits to the five schools in this cluster were arranged and confirmed last year. Our trainers were warmly welcomed at most of the schools, as the principals and educators realise that they are able to gain valuable support from the trainers, as well as knowledge and information re departmental/national policies and specific assistance with implementing RNCS (Revised National Curriculum Statement). All of the schools were busy with activities that usually accompany the commencement of a school year, eg school feeding information to be submitted, visits from the Eastern Cape Department of Education, final enrolment figures, etc.



It would appear that pupil enrolment has decreased in almost all of the schools. No explanation for this was forthcoming, but the media does continue to highlight the large number of Eastern Cape pupils of all ages that are travelling to the Western Cape, as their parents seek improved learning opportunities for their children. Whether this decrease in learners will impact on teacher allocation to these schools was not discussed, but this may be a worrying situation for these educators. Schools were in various states of

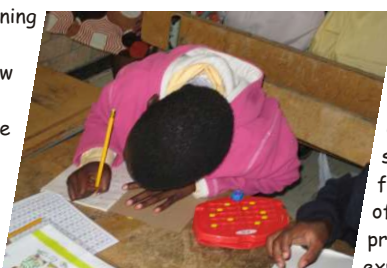


readiness to commence a new academic year and teachers and principals also varied in their preparedness for a new year. Some schools were still undergoing renovations, which had not been completed in the school holidays and these obviously impacted negatively, in some cases, on the ability to teach lessons. The children's safety also needed to be considered

where structural remedial work was underway. Carefully planned days in communities such as Healdtown, rarely unfold as planned, and one wonders if this eventually impacts negatively on teachers' willingness to plan (for so much can change!).

I need to highly commend our trainers for their resourcefulness, skilled powers of negotiation, flexibility, patience, persistence and perseverance, as they arranged to gain access to the classrooms. It is only when the trainers are actually in the classroom, with the educators and learners, where they can observe the physical surroundings, challenges, restrictions, etc, and where they can become acquainted with the teaching style of the educator, that they can give sound educational advice and support. A fresh pair of eyes can often be the catalyst for simple, positive and impactful changes in a classroom, eg (in two schools), the moving of large storage cupboards which had been placed across window openings. These were more sensibly located and the learners obviously benefitted from the increased light and air-flow into their classrooms.

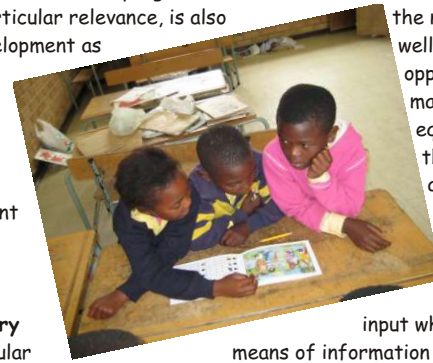
Poor lesson planning throughout this there were a few disappointing to learners in these benefit from environments commencement was also limited Learners were



predominated cluster, although exceptions. It is realise that the environments do not structured learning from the of a year/term. What prevalent, was the very expectation of learners. frequently very passive,

with little planned or provided to engage their young (and usually always keen minds) and they had little opportunity to actually work. Clear and logical linkage of tasks, as well as a progression of activities was encouraged at all schools. Of particular relevance, is also the need for perceptual development as well as concrete opportunities.

Insufficient concrete area/place for place, ie a mat noticeably absent these schools. are visual and learners and than the auditory almost the singular



the need for well as concrete opportunities. manipulation of equipment and an this to take area, is in most of Many children tactile required more input which is so often

Learners also need to be afforded time to try to solve problems. This promotes creative thinking skills and allows children to work out a problem, and to come to a resolution and conclusion. Too frequently teachers do not allow time for this process to take place, and also they (the teachers) provide the answers. This results in the learners realising that they don't need to apply themselves, for the answer will be ultimately provided - which is not good teaching practice and should be strongly dissuaded.

Time was spent demonstrating and encouraging teachers to try group work, differentiated activities, etc to look to meet the needs of the varied ability levels of learners in the classroom. Also promoted, is careful, accurate written work, which is an essential component of learning. Mathematical notation in particular helps learners to refine and consolidate their thought processes. It also promotes spatial awareness and a sense of satisfaction of following a task through to completion. Co-operative interaction between learners also promotes understanding of concepts and leads to greater knowledge and awareness.



Many Foundation Phase learners were seen to be struggling with concentration, inability to work independently and pronounced dependence on the teacher. Teacher centred teaching will promote such conditions, as the pupils are not given adequate opportunities to engage in learner-centred activities, which will promote self-learning and awareness, independence, etc. Some of the very young learners also appear confused by the language of instruction in the classroom. These new learners are busy making many adjustments to the new, more formal learning environment in which they find themselves. They may not have a strong familiarity with isiXhosa, beyond communication at home and in their small community. In many instances they are now faced with understanding English, and many students looked quite bewildered by this.

What remains overwhelmingly warmth and open our trainers are invitation to alongside the visit, we had an training our Western Cape our Eastern Cape have revised and report, and to seek new document, as well



positive, is the genuine reception with which greeted and the work with and educators. On this "inter-provincial" opportunity, as trainers joined trainers. We improved our training uniformity and clarity of the as training procedures, we decided to

work co-operatively in this cluster, which proved to be well received and beneficial to all. We thank the regional Fort Beaufort office, for their support. It was great to have Ms. Chuchu Ngodwana with us on one day, as well as the circuit manager, Mrs. Qongqo and her colleague.

We also thank our generous donors, SACTWU and Vukani Gaming/V-Slots, for their dependable funding, which makes possible the developmental work in these communities.

HEALDTOWN
FEB - 2008

PRINCIPAL COMMENTS

- Please try and not visit us immediately after opening as it inconveniences us. The programme is very helpful to the school. (Qaka Combined Primary School).
- I've learnt a lot from this programme. Facilitators were very friendly. (Lamyeni Primary School).
- This visit helped in recognizing that Edupeg assists me in the managing of multi-grades and how to integrate my lessons. It was so interesting to have the Edupeg staff. (Daluxolo Lower Higher Primary School).
- The programme is very good and I like it because we all gain something from it. (Tyatyora Lower Primary School).
- Edupeg helps us in many things, e.g. if you don't understand they assist us. Learners like this programme. (Ngwevu Lower Primary School).

Name of school	Pupil enrolment	Teachers & Principal
Nggele Primary School	339	10
Ingwenya Primary School	154	6
Nangu Primary School	292	10
Sityi Primary School	227	7
Bill Ganto Primary School	59	3
	1071	36

A very positive reception was given to our trainers, at all 5 schools in the Alice cluster. This was now the third week of term and school enrolment, cleanliness and tidiness of classrooms, general school organisation, etc, seemed to all be more fully established than during the previous week.

We are very pleased that our trainers received such a positive reception and that the majority of educators were looking forward to the educational interaction between themselves and the trainers. These informal support sessions are dealt with sensitively by our facilitators and prove to be very beneficial to the educators.

It is our observation that staffroom facilities are not usually present in



the schools that we visit, and even if they are, it has not been common practice for staff members to congregate and network or plan. Our sessions provide such a structure, and educators can all gain from the constructive discussion. Teachers appreciate the sensitive, non-judgemental approach of our trainers. Almost all schools continue to need support in a number of areas. A general observation would be that teachers require support with general lesson planning, classroom organisation, classroom routines and time management.

General lesson plans - Although planning books and sometimes, lesson plans were evident, it would appear that educators do not always consider the realities of classroom environment, eg the age and ability of the learners, the suitability of the subject matter (to be taught), the level of concentration of the learners, the differentiation of tasks needed to suit the various ability levels, what tasks the learners will actually fulfill, how long these will take, and if they (the learners) have the materials required for such activities, eg pencils, workbooks, counters, etc, and that these need to be gathered and checked prior to embarking on the lesson.



Grouping of learners - Learners are at times sitting in physical groups, but these groupings usually have no bearing on the activities undertaken during a lesson. This results in some children completing the task quickly and then becoming problematic as they have no follow-up task. Some just mimic their peers, with no real level of understanding of the task at hand, and what is required, and yet others require a longer time frame to



complete the activities (or a diminished level/or number of tasks) to be able to finish to gain the satisfaction of a completed task. Teacher centered, "talk and chalk" lessons are still very evident, and are responsible for much of that described above, although our trainers did observe some differentiated lessons.



Listening Skills - The lack of listening skills were mentioned particularly in the Foundation Phase. As teachers are used to (and prepared to) repeat and repeat instructions, it would appear that many learners do not really listen, as they are assured the instruction will be repeated (repeatedly!). The medium of instruction may also contribute to this problem. Many more rural schools have selected to have English as the medium of instruction. To combat the lack of understanding of the learners, of English, the teachers repeat the instruction in isiXhosa. Research done by The Stutterheim Development Foundation is that children simply stop listening and wait for the translation - which can obviously become a bad habit in a classroom where educators frequently rely on almost exclusively auditory teaching. The feedback from this visit also encourages teachers to actively think about, and to improve on their instructions to their learners, as well as how many instructions are given - children end up with an overload of instructions, and then do not know what to do.

Dependence on the teacher - This is linked with the point above.

Educators need to be encouraged, how to organise their opportunities children become on the teacher and with their own problems, seeking recording tasks accurately, etc. ie



be shown and teach and active learning where the less dependent more involved learning, solving solutions, methodically and active learning.

Use of resources - The success of a resource in teaching is often largely dependent on the actual use of the resource. Using resources does require more teacher input re finding out about the resource, understanding how to utilise it in a lesson, how to handle, share, control, store the resource, etc. Once mastered, the educator will find his/her lessons more interesting, rewarding and fulfilling, they will feel less tired and the learners will be demanding, with a more involved response from the learners and more real and active learning. We continue to encourage teachers to utilise not only Edupeg, but all resources in schools, including pictures and posters.

We have altered our training model, to allow our trainers to spend an entire day at a school, and look forward to the benefit we expect to see from this new arrangement. Following our visits and input, teachers are beginning to see the merits of giving differentiated tasks to smaller groups within the class, to suit the developmental and ability level of the individual learners. What we hope is that this style of teaching will begin to become more of an established practice, and that educators will plan to teach in this fashion more and more frequently.



Progress is slow, and we thank our funders, SACTWU and Vukani Gaming/V-Slots for their generous funding, which makes possible the work that we do in this cluster..

ALICE

28 JAN – 1 FEB 2008

PRINCIPAL COMMENTS

- The programme is very interesting. Learners enjoy it. It helps teachers with resources. (Bill Ganto Primary School)
- This is an interesting programme. It makes pupils active and it integrates all Learning Areas. (Ingwenya L/H Primary School)
- We appreciate your visits because we get guidance from the facilitators. Through this programme, we are able to integrate Learning Areas. (Ngqele L/HP School)
- We appreciate the assistance that Edupeg is giving to us. Edupeg integrates smoothly with our curriculum. (Nangu L/HP School)
- This programme is really helpful for our learners. It is interesting and makes learning easier and enjoyable. (Debe Marela Primary School)

Name of school	Pupil enrolment	Teachers & Principal
Ngcabasa Primary School	242	44
Nggolowa Primary School	131	6
Dikidakana Primary School	189	11
Debe Marela Primary School	107	5
Qomfo Primary School	57	3
	726	69

Once again our trainers were warmly received in the schools, and teachers seemed to be genuinely pleased to have the opportunity to interact with educationalists of the calibre of our trainers, and to gain support, information and skills from these ex-teachers. We are delighted to know that school feeding does seem to be well established in these schools, and indeed at two schools, where we were unable to observe lessons due to a Sports Day and teacher absenteeism, learners had still come to school to benefit from the nutrition supplied at



school, although no lessons were taking place on these days. Unemployment, poverty, poor nutrition, ill health, and challenging living conditions, etc remain a serious impediment to teaching and learning. In the less affluent homes of the children in a cluster such as Debe Nek, it is even more imperative that children receive a fair education opportunity, where they are exposed to daily learning opportunities, including printed material. The homes from whence children in this cluster will come, will have very limited resources, if any, and a poor/non-existent print culture due to the level of education of their parents, probably due to poor/no educational opportunities in their youth. This lack of exposure to the written word and the obvious lack of the possibility of parental input and support, will have a detrimental effect on learning in general as well as a negative impact on literacy and numeracy, specifically.

A practice at one school, where all teachers come to observe the teacher giving the lesson (with no pre-arranged supervision for their classes and activities) has been strongly dissuaded. Our goals include



encouraging schools to continue as usual with no "show piece" lessons being planned, but rather with Edupeg being incorporated into a lesson to be taught, covering a Learning Area and concept appropriate for the grade, ability, and developmental level of a class. We observed that some schools and

classrooms were cleaner than others and that some schools still battle to get parental support from the community. We encourage teachers to generally think and pre-plan and to utilise the resources that they do have available to best create positive learning environments. Learners can be utilised in a planned fashion, to clean and tidy in a classroom, and then to assist to keep it thus. However, teachers should be responsible to keep their own materials and resources neatly and systematically stored, including learner resources and to create an attractive, positive, stimulating learning

environment (eg educational posters and pictures to enhance learning on the walls, and the display of learners' work, to promote self-esteem and pride in the children).

Listening skills, too many/too complicated/too frequent/ too confusing instructions, again came to be mentioned in feedback sessions. The suitability of tasks, the duration of activities and the appropriate level of activities,



was also discussed. Coupled with this is the suitability of resources, the availability of the resources and the clear understanding, by the educator, of why these resources are being used and what objectives and outcomes can be achieved. So often the calibre of teachers with whom we interact, are so confused by perceived curriculum changes and demands, that they "forget", to apply common sense/logic to a situation. The willingness of the teachers to learn and the sensitivity of our trainers sharing methods and techniques does assist in this area, but ideas must be practiced to become part of established routine, and I think sadly, once we leave, old habits resume.

I am disappointed that we had far from maximised visits at Debe Marela and Qomfo Primary Schools. If our visit clashes with a school function/outing, etc, the schools have adequate time to contact us so we can try to re-arrange the sequence of school visits that week. We also do not want to see, and clearly state, that highly engineered lessons are not what we expect. Should a teacher be absent (who was due to teach) another teacher should be able to be substituted without too much bother, for all teachers should be teaching every day.

It costs ± R2 500.00/day to have our trainers in the field, and when there is no real skills and capacity building opportunity, this is a waste of hard fought for funding and demoralizing and detrimental for all concerned.



We thank our trainers for their sensitivity and determination, our funders, SACTWU and Vukani Gaming/V-Slots for their generous funding and the EC DoE, specifically the Fort Beaufort district office, for their much valued support.

DEBE NEK
4 – 8 FEB 2008

PRINCIPAL COMMENTS

- This programme is helpful to the learners. They enjoy using the material and it is less work for the educators. Educators do not need to talk mostly; the learners can work for themselves. (Qomfo L/HP School)
- The materials which are supplied by Edupeg are good. They also assist both teachers and learners, for teaching and learning to be run smoothly, especially in this new curriculum. (Ngcabasa L/HP School)
- Thank you very much for giving us a very supportive staff. Thank you again for the resources you gave us. (Ngqolowa L/HP School)
- We appreciate the Edupeg visit. We also thank you for your assistance. We would like another workshop ie your demo. (Dikidikana L/HP School)
- We are so lucky and fortunate to be one of the schools using Edupeg. The resource is wonderful in all Learning Areas. (Sityi Primary School)

Name of school	Pupil enrolment	Teachers & Principal
Ndukumbana Primary School	111	5
Smiling Valley Farm School	91	4
Kei Road Combined	287	8
Toise Farm School	52	2
Lendek Farm School	68	3
	609	22

The five schools in this cluster were badly impacted upon last year due to the teachers' strike action, as well as the SATU meetings both prior to and after this strike.

Non-withstanding this upheaval, there are numerous dedicated educators who have tried to implement Edupeg, realising that this resource will not only enhance their teaching skills and style, but also be of benefit to their learners. Our trainers were warmly welcomed at all of the schools, even those that were not fully organised for the intended visit. It would appear that teachers were honest about their level of understanding of the programme, and were open to receiving additional information through mini-workshopping within the school. All educators responded well in these information sharing sessions and there appears to have been a high level of enthusiasm. It is obvious that a number of teachers are trying to implement new methods and are willing to experiment and learn. One also realises that teachers need to be carefully told reasons for certain procedures, and these need to be explained-it cannot just be presumed that educators understand the method and logic involved. In a number of classes, activities were utilised to identify ability groups, yet once these were established, activities for random groups were set. It is often common practice in these schools, to utilise almost exclusively, random groups, where brighter learners can actually fulfil the role of the educator and coach the less able students. This method has merit when used on occasion, but should not be utilised exclusively. Brighter learners do require opportunities to interact in a group where the activities set challenges for these students, and where they are encouraged to extend themselves. Likewise, it is educationally sound to allow learners of less advanced abilities, to work more slowly, revising and consolidating concepts until these are internalised.

Vuyo and Hluma both need to be commended for their flexibility and tolerance. They approach each school as an individual unit and have successfully dealt with each unique situation to which they have been exposed. What is also very encouraging, is the attitude of the learners in all the schools visited. It is reported that all learners are very keen to participate in lessons, to actually interact with the Edupeg resources and to try the activities set.

Educators are also becoming increasingly aware that when learners are actively involved with appropriate activities, suitable to the skills level and capacity of the student, discipline problems diminish, as the energy of the learners is focused on solving the problems posed. It is also rewarding to realise that an increasing number of educators are looking at the resources in schools and self evaluating them and their merits and then deciding how best these can be combined, not used in isolation, to best enhance their planned lessons, to the benefit of the learners.

We are pleased to be able to continue to support these schools, due to the on-going funding of our donors, SACTWU, Vukani Gaming/V-Slots Eastern Cape and The HCI Foundation.

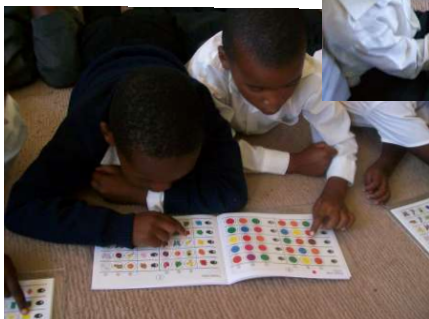
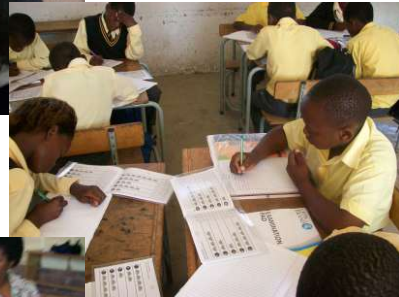
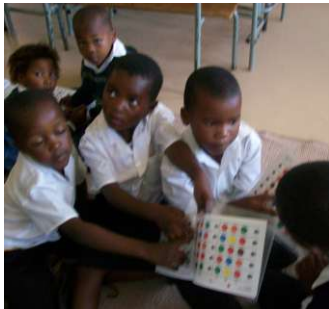


KING WILLIAM'S TOWN

11-14 & 21 Feb 2008

PRINCIPAL COMMENTS

- Edupeg is very helpful for everybody in school. We appreciate the support and we will improve on the use of resources. (Ndukumbana Primary School)
- The visit by your trainers was eye-opening and very fruitful to the school and the teachers involved. It assisted us in terms of presenting the lesson. (Smiling Valley Farm School)
- We have gained a lot and we need more visits by Vuyo and Hluma. They are very helpful, even to the learners. (Kei Road Combined School)
- The demonstration was successful and the staff enjoyed the demonstration. (Tois Farm School)
- Edupeg is a good programme because it gives us support, especially in multi-grade classes. Pupils enjoy using this programme because they find it easy to learn with this programme. (Lendek Lower Primary School)



Name of school	Pupil enrolment	Teachers & Principal
Elijah Primary School	144	7
Balura Primary School	115	9
Lower Sheshegu Primary School	103	8
	362	24

This small cluster of 3 schools is situated close to Alice.

Teachers in these schools are exposed to the many challenges that we frequently observe in the type of school in which we work. At provincial level, there are obviously programmes to promote and improve the skills level and capacity of teachers. This often involves workshops in school hours and results in teachers/principals needing to be absent from school. Those educators who remain at school, have the added responsibility of additional classes to supervise, which adds to the general tiredness and lack of motivation that one sometimes sees.

It is also demanding on teachers, when they are the focus of many interventions that are classroom based. Teachers often feel obligated to fulfil the requirements of the numerous programmes, not all of which they may fully understand. Simultaneously they are being asked to improve the levels of numeracy and literacy and there are teachers, who do not see the links between utilising the resources and/or training provided, with these objectives. Many teachers tend to compartmentalise things, taking each programme as unique, individual and un-connected to mainstream teaching. They feel pressurised to be utilising the resources and also at times despondent as they are at times uncertain why they are requested to do so.

Unfortunately, often a lack of leadership and/or direction at school/phase level plays a role, as does the lack of school professional development opportunities. Grade/phase planning is a wonderful opportunity to network, share ideas, and get assistance with troublesome aspects of the curriculum, difficult learners, etc. There is not a strong culture of such activities in the schools that we visit. Contract transport frequently plays a role in this, as soon after schools closes, teachers depart on their often lengthy homeward journeys.

Our revised programme of spending one full day in schools allows for a greater penetration in the larger schools and more in depth individual support for teachers. Educators appear to be grateful for this prolonged visit and their questions can be asked and answered in a more relaxed and less time pressurised environment.

As the road access to these schools remain very challenging, it is additionally beneficial that less time is spent per day, negotiating the very poor, pot-holed roads.

Many of the educators in this cluster are obviously enthusiastic and willing to try new methods which they feel will benefit their learners. The patience and sensitivity of both Vuyo and Hluma promote interaction and trust and positive relationship building is evident in all schools.

We look forward to being instrumental in assisting to further develop these educators' understanding of RNCS, and also specifically in Edupeg related tasks.

We thank our dedicated sponsors, SACTWU, Vukani Gaming/V-Slots Eastern Cape and The HCI Foundation, for the generous funding that has made this support intervention possible.



ZULU TRADITIONAL AUTHORITY
18-20 FEBRUARY 2008

PRINCIPAL COMMENTS

- The lesson was very interesting in so much that I discovered that in one book I can teach many Learning Areas. (Elijan Mgijima Lower/Higher Primary School)
- We were excited and your assistance was excellent as we were not 100 % clear. Now we are clear on how to do Edupeg. (Balura Junior Secondary School)
- We benefit a lot from Edupeg because it helps our learners and teachers. It empowers us with new resources. (Lower Sheshugu School)

Name of school	Pupil enrolment	Teachers & Principal
Cinsta East Primary School	234	9
	234	9

Working in the developmental sector, one needs to maintain a sense of balance and a sense of humour.

Cintsa East Primary School appealed to us for assistance and support. This letter of appeal moved us to help this school, and place it in its own cluster.

When the training format was such that our trainers were fulfilling demonstration lessons and workshops in the school, they were welcomed at the school and appreciation was conveyed for the valuable input and support. The training has now progressed, to where the educators are required to utilise the information and methods that have been shared and demonstrated.

Prior to any visit, schools are-

1. faxed an information letter outlining the visit.
2. given a follow up phone call, to confirm receipt of this letter and to confirm clarity as to what will occur on our visit.
3. this correspondence is also physically posted to each school, including the trainers contact details and the Edupeg office contact details.
4. given a final phone call just prior to the visit, to confirm that all is in place for the pending visit.

It is thus of a concern when a visit to a school unfolds, as that described at our most recent visit to Cintsa East Primary School.

Our trainers do travel long distances, and on arrival, are trained to be flexible, accommodating and non-judgemental. However, it is of a concern when trainers are treated with what appears to be disrespect and a lack of courtesy. Of concern too, is the unprofessional and dismissive attitude of some of the teachers.

I have spoken to the principal, Mr. Sobandla, who apologised for the reception of the trainers and the lack of preparation of the teachers. He has assured me that the school does wish to retain the resources, as well as the support of the trainers, and that on our next visit; we will be able to watch lessons in all phases. I will monitor this school closely.

Appreciation and thanks to SACTWU, Vukani Gaming/V-Slots Eastern Cape, and The HCI Foundation, for the generous funding that makes possible the support of this school.



CINTSA
10 MARCH 2008

PRINCIPAL COMMENTS

- We still need more assistance regarding the use of the material as this is still new to some of us. (Cintsa East Primary School)

Name of school	Pupil enrolment	Teachers & Principal
Nxamkwana Primary School	120	8
Mntlabati Primary School	161	8
Nobuto Combined School	276	8
Zukile Primary School	180	8
Kuhle Primary School	473	12
Tshabo Primary School	249	8
Zamulwazi Primary School	160	4
Hokwana Higher Primary School	122	8
Zamukukhanya Primary School	742	18
Vulingqondo L/H Primary School	387	11
	2870	93



The schools in these rural clusters are challenging to reach, as the roads are generally in a poor state of repair. During our most recent visit, access was further challenged by wet and rainy conditions, which turned the roads into treacherous sliding mud. Fortunately, on the worst day, the representative from The House of Traditional Leaders, who often accompany our trainers into the schools, "rescued" Hluma and Vuyo, and transported them in their 4 x 4 vehicle. We will ensure that we are allocated a more suitable vehicle for our next visit.



It is indicative of the enthusiasm of the learners and their intense desire and willingness to learn, that all learners are reported to be neat, clean and well turned out for school attendance. Many schools are reported to be neat and clean, with good maintenance, although there are some schools in need of renovations. We hope that the community/correctional services have been able to assist Nxamkwana Primary School, with the grass cutting of their outdoor area, as this is reported to have prevented learners accessing the toilet blocks, due to the presence of snakes. One realises afresh how many additional challenges schools face, in the often more rural areas.



Some classrooms are reported to be attractive, stimulating centres of learning, while others are in need of cleaning, tidying and general organisation. Some schools are still subjected to vandalism by members of their own community, which is very disheartening and discouraging. Some schools are still in need of adequate, and functional classroom furniture. It is disappointing to be advised that Foundation Phase children are struggling to support themselves on broken, and potentially dangerous furniture and how this also prevents them from working in groups, so essential at this stage of development. Most schools would benefit from additional storage cupboards

The majority of principals were warm and supportive and extremely thankful for the support given to their schools. Only two schools did not conform to this reception, viz Kuhle and Zukile Primary Schools. I have been unable to reach the principals of either of these schools, but have communicated our concerns about both of these schools, to the circuit manager, Mrs. Gitywa.



We enjoyed very positive support from The House of Traditional Leaders. They also expressed their pleasure at being included in the intervention, and having the opportunity to personally witness the challenges experienced in schools with regard to programme implementation, reception by schools, curriculum management, school access, vandalism, etc.

What is also extremely encouraging is that lessons were prepared in many schools and in some instances, educators were very keen to be observed, so that they could get feedback on their teaching methods. One lesson in Foundation Phase was prepared with particular attention to perceptual and critical thinking skills, as well as concentration. This was really uplifting news. However, in some instances, educators taught lessons where the activities had no correlation at all with the lesson taught. The trainers reported that at times it was their impression that educators taught lessons to merely fulfil an obligation to the trainers, not realising the benefit and impact, of well planned and integrated lesson planning. Mini workshops/discussions took place following such lessons and teachers were very receptive to increasing their awareness of the greater potential of the programme.

In some instances, no lessons were prepared and lesson books were not always present. Our trainers are understandably guests in the schools, but they did address these issues with care and sensitivity and encouraged teachers to work more diligently to the benefit of both themselves and their learners. Generally, this was a very successful visit and I need to commend both Vuyo and Hluma for their very professional and supportive attitude when in schools. Both trainers are a very positive asset to our programme and we are privileged to have their valued support.



ZWELIVUZIWE & ZIBULA DEVELOPMENT TRUST
25 FEBRUARY – 7 MARCH 2008

PRINCIPAL COMMENTS

- A frequent visit at least after every quarter of the academic year is advisable. (Nxamkwana Junior Higher Primary School)
- The programme is greatly appreciated and valuable but educators need close contact with Edupeg in order to be more familiar with it. (Emntlabathi Combined Primary School)
- The children benefit a lot from Edupeg. This programme is very good. (Nobutho Combined Primary School)
- We apologise to you for not being prepared to present the lesson due to commitment of the teachers in a certain programme. We will phone when we are ready. (Kuhle Lower/Higher Primary School)
- We enjoy working with Edupeg resources. Our learners are also actively involved. The problem we have is limited time. (Zukile Combined Primary School)
- We found Edupeg very useful to our learners. (Tshabo Primary School)
- Edupeg makes the learners to be fully involved to the learning programmes. It also makes the learners to be broadminded, i.e. it develops their knowledge. (Zamulwazi Junior Primary School)
- We are happy to have Edupeg as part of the educational resources in our school. The material helps learners to be active, and be hands on (they are able to use the material themselves. Thank you Edupeg. (Hokwana Primary School)
- Ever since we started with the Edupeg programme, we have noticed that learners understand better and enjoy lessons. We still need more support and advice. (Zamkukhanya Lower Higher Primary School)
- The Edupeg programme is doing well. Educators and learners have been highly motivated as they always like to use the supplied material. The programme has been so successful. (Vulingqondo Primary School)