

KWA-ZULU NATAL

Total schools to be supported in 2008: 60
Total schools to be supported in 1st quarter: 39

We have lost a trainer in this region too, also related to the late contracts issue. However, I am very pleased with our new trainer, Mrs. Sibongile Godlwana, who is a more mature, ex school principal, and a real asset to our team.

We are working into existing schools in this area, numbering 60 in total. The majority of these schools require additional resources. These schools were previously administered by the Kwa-Zulu Natal Department of Education and The Valley Trust, as part of a bigger departmental initiative. Edupeg specific training is proving to be more effective in these schools.

School feeding is in place in all schools. Many schools are undergoing renovations. Most schools are fenced, and some effort has been made to establish both flower and vegetable gardens, the latter used for nutrition for the learners and often the broader community.

We have been warmly received at all schools and our trainers have been treated with courtesy and respect. Inadequate classroom furniture, broken desks, and very high pupil:teacher ratios are often reported (in Kokstad 70:1). The majority of teachers appear to be keen to try new methods, including using resources in their lessons, and experimenting with differentiated teaching. Most classrooms are reported to be neat and clean and many have educational charts, as well as learners' work, displayed on the walls.



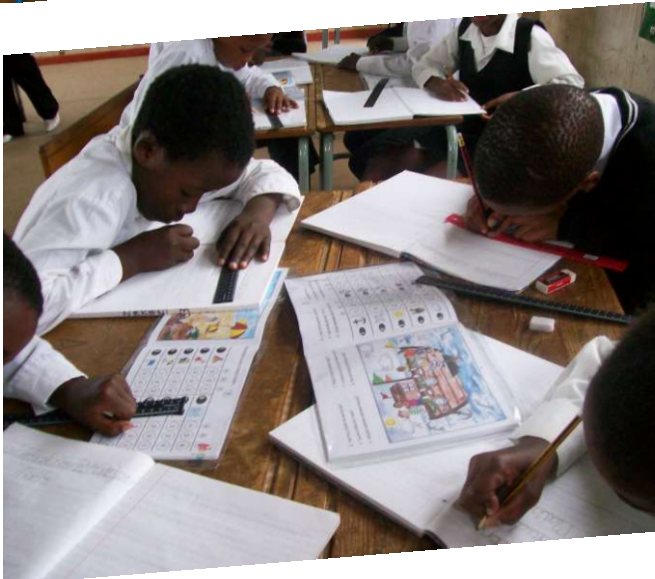
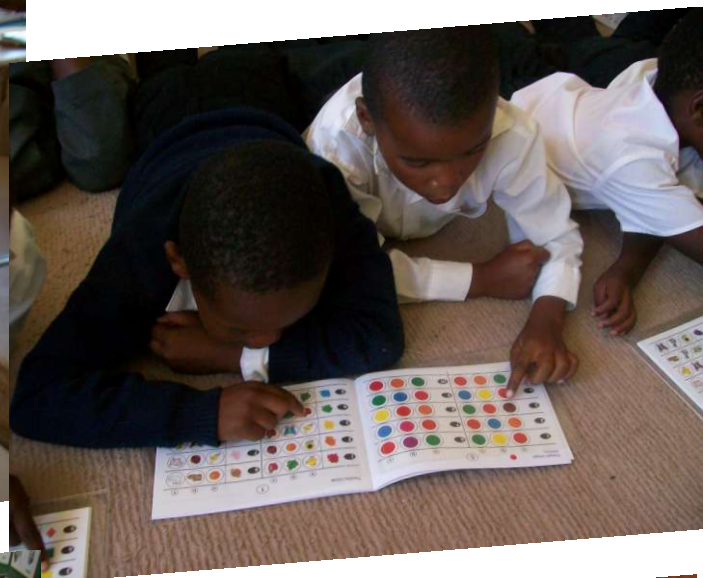
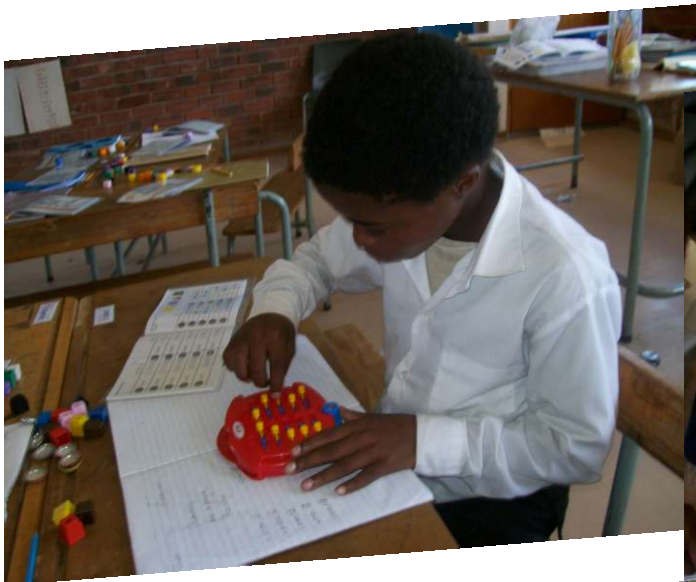
EASTERN CAPE

Total schools to be supported in 2008: 90
Total schools to be supported in 1st quarter: 34

We lost one of our long-term trainers in January (I had not sent out our contracts as I usually do in Nov/Dec, as I was unsure of our funding). We have however replaced Thabisa with an articulate, vibrant and very accomplished trainer; Nompucuko Zakaza. She has brought a positive and energetic vibrancy to our Eastern Cape Team.

Progress in the Eastern Cape schools remains slow. Frequent poor road access to schools remains a problem. Vandalism in schools persists, as does teacher absenteeism (due to illness, stress as well as personal matters).

Some schools also lack strong leadership, and I was astounded to read a report where educators were sleeping at schools. Sporting and cultural activities appear to fairly frequently take precedence over academic school work, and entire schools close due to a single fixture. However, many educators are keen to upgrade their skills and improve their teaching methods and realise that our trainers can give practical, valuable support. It is encouraging that at all schools, learners are benefiting from school feeding.



WESTERN CAPE

Total schools to be supported in 2008: 150
Total schools to be supported in 1st quarter: 25

I have utilised our Western Cape trainers to fulfil cross provincial training in both the Eastern Cape and Kwa-Zulu Natal this quarter, to help to standardise the training, share ideas, training styles and techniques to help to consolidate a number of new training documents, including the trainer report format. (I have been unable to fly until recently, due to my back injury in late December 2007). This interaction and exchange of ideas has proved to be very successful and we will look to repeat this format.

We are working into 150 Western Cape schools, all of them historical. All schools visited in the first quarter are fenced and all have tried to create a positive initial impression through establishing and nurturing gardens. Many schools have also created demarcated areas where the WCED will erect climbing equipment for the Grade R learners, to promote gross motor development.

Our trainers are now well known and respected in the schools and teachers appreciate the opportunity to gain valuable knowledge and educational insight during the visits by our trainers. Spending a full day with schools has proved to be beneficial and increases the potential to more fully penetrate a school. Many teachers are keen to try new methods, especially when they see their learners so gainfully occupied. Sustaining the use of the programme by the teachers however continues to be a challenge.

Our first quarter has been hard and hectic, yet rewarding, satisfying and well worth the effort!



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