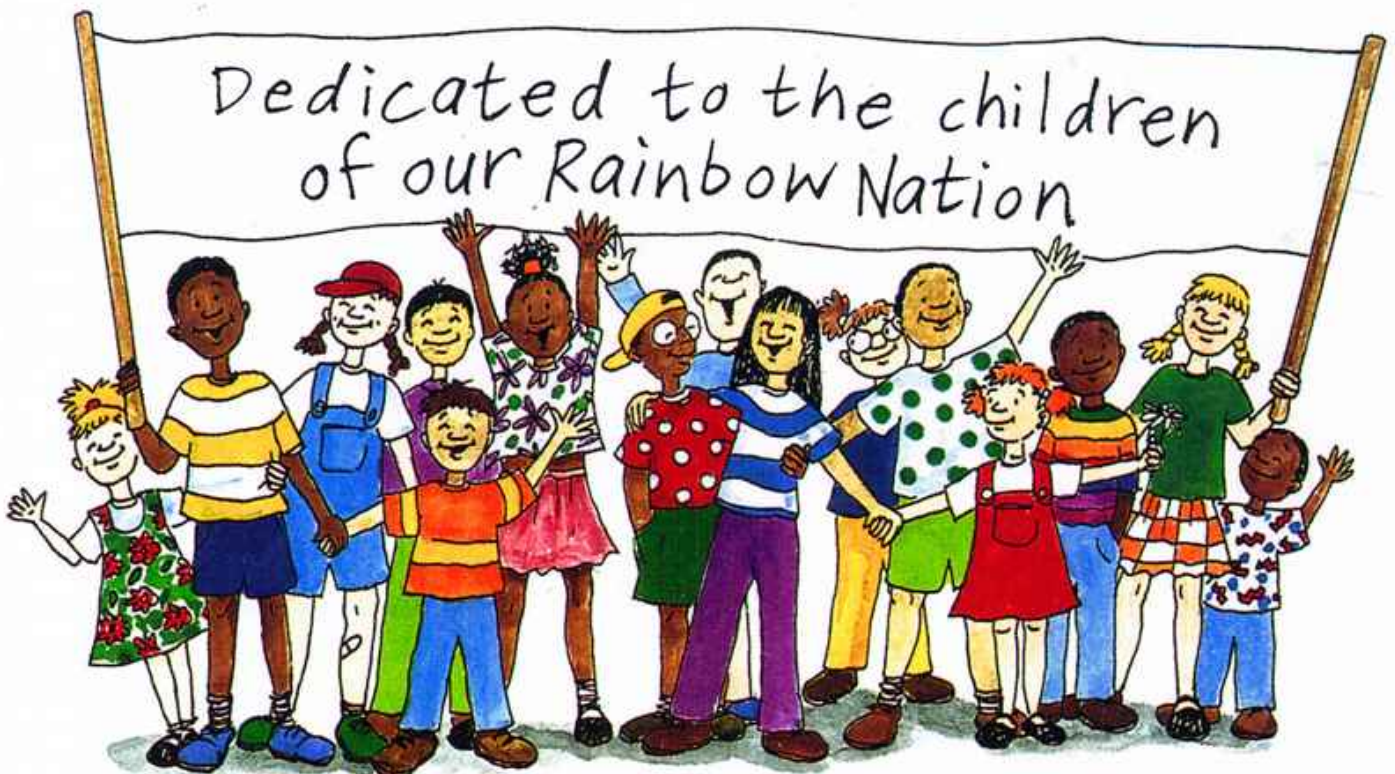




Edu-peg

THE SACTWU EDUPEG PROJECT

2nd 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. Swerky - Project Manager & National Coordinator



**THE SACTWU
EDUPEG PROJECT**

**2nd QUARTER REPORTS
2008**

EASTERN CAPE



REGION: Eastern Cape: Peddie

Name of school	Pupil enrolment	Teachers & Principal
Maranatha Primary School	145	8
Ndlambe Primary School	267	8
Mbanyaza Primary School	166	7
Mthonjeni Primary School	80	4
Themba SPA School	121	5
Woodlands Primary School	79	4
	858	36

My earliest memory of working into the schools in the Peddie cluster, is of a dancing, swaying "snake" of school children, singing praise songs to us, as we left their school after the initial school visit. This snake of children, spontaneously formed, attired in only varied articles of "uniform", and mixed warm clothing were unified, by glowing faces of enthusiasm, eagerness to learn and expectation, as well as the natural rhythm and soaring voices of the Xhosa people.

The district in which we work, just over The Great Fish River, lies in the traditional heartland of the Eastern Cape. By tradition and history, this area has been politically militant and historically very poor. Unemployment in the traditional villages must verge on 100 %.

I am quite humbled by the extremely positive reception at 5 of our 6 schools in this cluster. Last year we were unable to visit these schools, as their scheduled visit fell into the public service general strike. Our re-scheduled visits were also cancelled, as union discussions were taking place about acceptance of the stipend to be paid to teachers, for "make-up" teaching sessions.

Warm, positive receptions were awaiting our trainers at 5 schools, and in all instances, the principals were present at school, and involved in discussions about the programme. In some cases, principals taught lessons, and in others, also observed lessons. Principals expressed their appreciation for the teaching and learning resources that have been provided, and for the much valued support that our trainers provide, especially in these schools in remote locations.

Teachers find the classroom support that our trainers are able to provide, most valuable. They also appreciate being able to ask for support with curriculum related problems, and being able to see how to put the theory gained at workshops, (and not always fully understood), into practice. It is very humbling to be aware of teachers who are working in physical buildings that are virtually in a state of collapse, where there is no roof/window panes, etc, and how the children complete often the long commute to school, to sit in cold and uncomfortable conditions - as they want to learn. I salute the teachers in 5 of our schools, all of whom prepared lessons for our trainers to observe, all of whom were willing to be observed, and many of whom begged for feedback and more support and information on the RNCS and how to best implement this in their classes.

Groupwork is not common practice in the type of school that we visit, and these teachers need to be commended that nearly all of them have begun to try this approach. Teachers are realising that seating children in groups does not constitute group work. They are also beginning to realise that they need to plan and give varying tasks to the varied groups, so as to best meet the needs of the learners in the class. This takes planning, patience and practice and at first it is not easy, particularly, as due to the traditional "talk & chalk" method of teaching, children become very dependent on the teacher, for all information and support. With separately set tasks, and all groups calling for attention, teachers can become overwhelmed. The value of having fully qualified teacher/trainers available in the classrooms, to advise, assist and support teachers, is obviously of great value.

There is positive development for the children as well, as they become more involved and engaged in their set activities and thus take greater ownership of their own learning. Also, the more "open question" type of lessons that are modelled by our trainers, encourage greater verbal participation of the learners, where they are encouraged to express themselves and their ideas - in full sentences. Undoing years of practice (of "talk and chalk") is not instantaneous, and I commend our trainers for their patience and quiet support.

Ndlambe Primary School is obviously problematic at present. I will be in the Grahamstown district in late July, and will try to arrange a visit to this school, to see what can be done to assist.

Sincere thanks to our donors, for their committed and dedicated funding, which enables us to continue our work in this cluster.





PEDDIE
5-13 JUNE 2008

PRINCIPAL COMMENTS

- This programme is wonderful. It helps in making education and learning easier. It's interesting to children and they enjoy doing it. Thanks a lot. (Maranatha Primary School)
- We usually used Edupeg but at the beginning of this year we stopped using it because of a school break in. As a result the Edupeg material got lost. But we still need feedback especially if the school is renovated because the school buildings are bad. (Ndlambe Lower High Primary School)
- This programme enables a learner to develop in totality. Learners learn while having fun and developing their visual, memory, thinking and reasoning skills. (Mbanyaza Higher Primary School)
- The Edupeg programme helps learners in learning how to count. They understand easily how to deal with numbers. (Mthonjeni Lower Higher Primary School)
- I do appreciate your assistance at our school. It is so interesting and helpful especially in other Learning Area integration. (Temba SDA School)
- The programme is very good as it helps teachers to use material as their resources. Learners also enjoy using pegboards. (Woodlands Lower Higher Primary School)

REGION: **Eastern Cape: Imidushane**

Name of school	Pupil enrolment	Teachers & Principal
Masele Higher Primary School	339	8
Ndileka Higher Primary School	162	8
Khalana Higher Primary School	180	8
Tamara Primary School	192	8
Tyeni Primary School	113	4
Nonibe Primary School	140	8
Sobili Higher Primary School	261	8
Bebule Primary School	70	4
Spruell Primary School	171	8
	1628	64

The schools in this cluster lie between King William's Town and Peddie, with a number of schools being situated in fairly rural surroundings. It would appear that our visits to schools clashed somewhat with departmental workshops, specifically for Foundation Phase teachers. These workshops are apparently run during school hours in term time, so we were unable to meet with some educators. Some principals and educators had made specific plans to ensure that they were able to benefit from the visits of our trainers, as they value the support, advice and guidance that they receive.

It is reported in the cluster that schools are being refurbished, and that in some instances, great care is being taken with the outdoor surrounds. This is pleasing to note, as the learners can be positively influenced by such circumstances. Many classrooms are very full, and although children are seated in groups, it is not always possible to move around the classroom, to assist learners, or to do assessment.

Although the learners do sit in groups, it is rare that differentiated group work is done. All learners are taught the same concept at the same pace, at the same time. "Talk and chalk" and "Question and Answer" methods of teaching predominate. Frequently the same children answer all the questions posed, which are usually "closed questions". On occasion, it is observed that educators both ask and then answer the question themselves. Educators often assist the learners through virtually every aspect of a lesson. This method robs the children of any development of independence, minimizes thinking skills, and in general retards development. Children also battle when faced with the systemic evaluations, as they are unused to, and have little or no practice, in reading a question, understanding what is asked, and then accurately recording their answer.

Written work does not always take a priority and in many schools, pupils give only the answer. The mathematical integrity of such methods is often questionable, as the calculations/working out of the problem are frequently completed on the pupil's hand/back of the book/inside cover, etc. The classroom arrangement where a weak child/children always sit next to a stronger pupil is also open to abuse. The weaker children usually just copy the answers, with no knowledge of understanding of how these were attained. The brighter child also has no freedom to progress at an accelerated pace, due to the fact that they are made responsible for the understanding and learning of their weaker classmates.

We also still see children trying to write, with less than an inch of pencil! One would hope that the type of schools that we visit will requisition basic teaching and learning material for use in their schools and that they are supported to order such requirements in the necessary quantity, so as to best facilitate teaching and learning. What is pleasing to note, is that lesson preparation now does appear to be more well established (at least for the lessons that we observe), and that this is slowly becoming more prevalent.

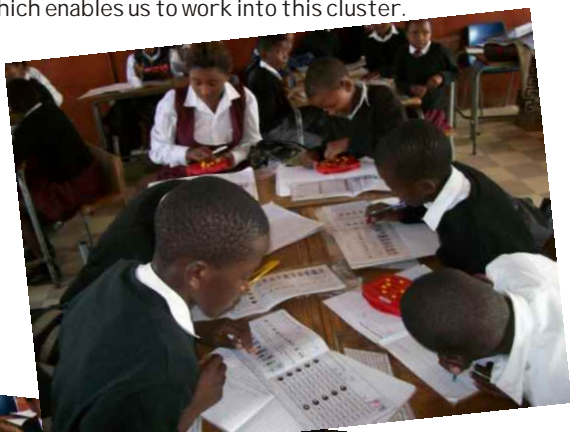
Some educators are also battling with integration. Vuyo & Hluma spent some time on this aspect, at all schools, and all educators report that they now have more clarity on this aspect of teaching. What is very encouraging, is that all principals were present in their schools, and all welcomed our trainers with warmth and appreciation. Many educators were also very positive. Some admitted that they had not made the time to further explore the programme. Once they realised the potential that they have available in the workbooks, many educators were visibly excited and committed to becoming more involved. All teachers recognised the value of the bright, attractive and detailed pictures, which can so easily correlate with their core curriculum work. Children in these fairly impoverished surroundings do not have access to pictures and print media. It is pleasing to note that school feeding is in place at all schools, and it appears to be running fairly well. The meal provided at school may be the only meal that children in these communities receive each day, and for many children, it is a motivation to attend school.



Ndileka Primary is faced with very challenging circumstances and it is hoped that the Eastern Cape Department of Education will be in a position to assist this school, which does not have adequate facilities to conduct constructive lessons for all learners. The dilapidated buildings, lack of any storage facilities and the general overall challenges at this school obviously impact on the motivation of the educators.

We thank our two dedicated trainers, who at times needed to traverse very difficult road conditions to access the schools, and for their patience, understanding and concerned and sympathetic attitude to the educators.

Special thanks to our generous donors, SACTWU, Vukani Gaming/V-Slots and The HCI Foundation, for their dependable and generous funding, which enables us to work into this cluster.



IMIDUSHANE

PRINCIPAL COMMENTS

- Thank you Edupeg manager for giving us such good material like this. Our learners and educators work easily to identify what is needed for them. (Kalana Lower Higher Primary School)
- Programme is interesting especially to the beneficiaries, i.e. learners as it stimulates thinking, writing and reading skills. (Tyeni Lower Higher Primary School)
- The educators appreciate the resource supply from Edupeg – these serve as quick and valuable resources for revision. We commend the support received. (Nonibe Lower Higher Primary School)
- Material is very interesting to us. Learners enjoy using pegboards. Educators are willing to use the material and able to assess. (Tamara Lower Higher Primary School)
- This programme is very interesting and exciting. Our learners as well as educators are enjoying the Edupeg programme. (Sobi Junior Senior Primary School)
- I really appreciate your resources because they equip our learners and our educators. (Bebule Junior Secondary Primary School)
- It is really encouraging to both educators and learners to use Edupeg material because learners understand as they do the work and educators develop confidence in handling their areas. (Spruell Public School)

REGION: Eastern Cape: Zwelivuziwe Development Trust: Cluster 2

Name of school	Pupil enrolment	Teachers & Principal
Gugulethu Primary School	414	14
Nonkundla Primary School	161	6
Emncotsho Primary School	227	9
Mbolompeni Primary School	45	2
Ngonqweni Primary School	331	14
Luxomo Primary School	33	1
Emabaleni Primary School	203	9
Nokwanda Primary School	311	9
Dongwe Primary School	191	9
Nobunto Primary School	280	13
	2196	86

We were very saddened to see the extent of vandalism at quite a number of the schools in this cluster. The impact of this activity obviously negatively impacts on the resources and often physical structures of the schools. However, it also has an obvious impact on the educators, and learners. Educators shared their frustration of being challenged with regard to using their carefully acquired resources at school and of carrying these backwards and forwards between school and home (where they have to be stored for safety). Some of our resources have also been impacted upon, and we will replace these, once we receive a list of missing items. We were also impacted upon by a choir festival and sporting fixtures during the training into this cluster. Educators were absent from school due to these events, or needed to be out on the sports field during school hours. Commencement time of the sporting fixtures also appeared to necessitate that teachers needed to leave school early. Workshops re publishers' textbooks also kept teachers out of school during our visits.



Generally, our trainers were very well received, and in most schools lessons had been prepared. Teachers shared that they were keen and eager to be observed, as they realised that they had been presented with an opportunity to develop additional skills and methods. It was very pleasing to note, how many lessons were directly linked with the curriculum, as well as with current events (e.g. the electricity crisis). Much more open ended questioning is being used, which includes more learners in answering, and greater class participation. What is also very encouraging, is that we observe that teachers are setting activities for all learners, more frequently. These activities are also more interesting and more relevant to core curriculum work, than previously observed. What is also pleasing to see, is that differentiated teaching, to meet the needs of the levels of the various groups, is now also more prevalent.



Another positive, is that it is increasingly apparent that teachers are working together, when planning, and that a level of co-operation and team-work is developing.



All visits report that learners are excited and actively involved when engaged with Edupeg activities. Educators appear to be more confident in the execution of lessons involving Edupeg. Many teachers shared that they have realised the value of the Edupeg activities and utilise the activities for the benefit of their learners. Some teachers reported that they are battling with learners who have special needs.



Some school enrolment is very high, while one school is concerned about retrenchment of teachers, or even possible closure, due to a drop in pupil numbers. The death of a teacher in the Mbolompeni Primary School region caused this school to be closed, due to the principal and educators visiting the family of this teacher, to pay their respects. We were thus unable to meet or interact with educators and learners at this school.



Generally the visit to this cluster was positive and I thank our trainers for their sensitive and caring attitude when working with the educators in this cluster. We also thank our donors for their generous funding, which enables us to continue our work in this cluster.



ZWELIVUZIWE CLUSTER 2

5-20 MAY 2008

PRINCIPAL COMMENTS

- We are trying to keep the material in a safe place but due to the incidence of burglaries, you may find that at times they are not in good order. (Gugulethu Junior Primary School)
- Due to a workshop that your facilitators gave, educators seemed to understand now how to utilize the Edupeg material. (Nonkundla Junior Primary School)
- We find Edupeg to be very helpful as far as learners are concerned, except that we found minor problems amongst the learners as they differ in ways and understanding learnt from the lessons. They enjoy it very well. (Emncotsho Primary School)
- We are trying to utilize the material in our teaching but we feel that in some cases it is not easy to use during the early months of the year as learners are still struggling with subject matter. (Mbolompeni Junior Primary School)
- This serves to confirm that Edupeg officials visited this school on 12.05.2008 for presentations in the Foundation Phase. (Nqonqweni Primary School)
- The teachers are very happy to use the Edupeg material. Learner's counting and thinking skills are developed well. (Luxomo B.C. School)
- Edupeg is a helpful programme. It assists both the educator and the learner in a lesson to understand each other's needs, goals and objectives. (Emabaleni Combined Primary School)
- Edupeg books are interesting and the children are happy when working with the books. Visits were fruitful. (Nokwanda Lower Primary School)
- Educators and learners were very much encouraged by your staff, using Maths through play. There's much improvement. (Nobuntu Senior Primary School)
- What a well organized workshop! Every teacher is willing to implement it (Edupeg) in his/her class. Learners were keen and interested. (Dongwe Combined Primary School)
- Edupeg material is safely stored. It is partly used but we need a lot of support. (Masele Lower Higher Primary School)
- Our school is dilapidated. We have only 2 classrooms for Grade R to 7. We have the equipment for Edupeg, but we cannot use this under these circumstances. (Ndileka Lower Higher Primary School)

REGION: Eastern Cape - Cintsa

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

Following the poor reception at Cintsa East Primary School late last term, I phoned Mr. Sobandla and discussed the issues that had arisen during our unsuccessful visit. He apologised for the reception of our trainers, and assured me that on our follow up visit, we would have a more positive experience.

This was indeed the case, and both trainers were pleased by their reception at the school, and the fact that lessons had been planned, to be observed. The educators had obviously given attention to the planning of their lessons, which in all cases were well executed.

The educators admitted to having not previously embraced the programme. However, now that they had applied their minds to what was available, and once they personally experienced the positive impact that their lessons had on their learners, they were thrilled and delighted to realise what potential there is in the Edupeg resource. The educators appeared to be deeply impressed with the potential that the pictures in Edupeg represent, with particular reference to literacy opportunities. The learners at this fairly rural school have little access to printed material and pictures. One teacher commented that "a whole new world had been opened up" to him.

Educators were keen to interact with our trainers, with particular reference to integration. They also commented on their realisation that Edupeg would be particularly beneficial with regard to assessment. The reaction from the learners was also very positive, and much excitement and enjoyment was commented upon, as being the prevailing atmosphere in the classes where Edupeg lessons were observed.

We once again experienced the lack of awareness that educators have when dealing with educational resources. Teachers do not appear to comprehend that the resources donated/attained at their schools, can also be integrated into lessons to ensure that rich, varied activities can become part of the set tasks for learners. By utilising the various resources, learners will be afforded an opportunity to revise and consolidate concepts through completing a variety of tasks which will lead to improved comprehension, and ultimately, learning. The educators appeared to be keen and enthusiastic, and they verbalised their appreciation for the support, as well as the resource.

Sincere thanks to Vuyo & Hluma for their perseverance with this school, and to SACTWU, The HCI Foundation and Vukani Gaming/V-Slots, for the funding to enable us to continue support at this school.



CINTSA
MAY 2008

PRINCIPAL COMMENTS

- Edupeg has assisted us in many ways in our daily lessons, since their resources are flexible for any lesson. (Cintsa East Primary School)

REGION: Eastern Cape - Imidange Development Trust

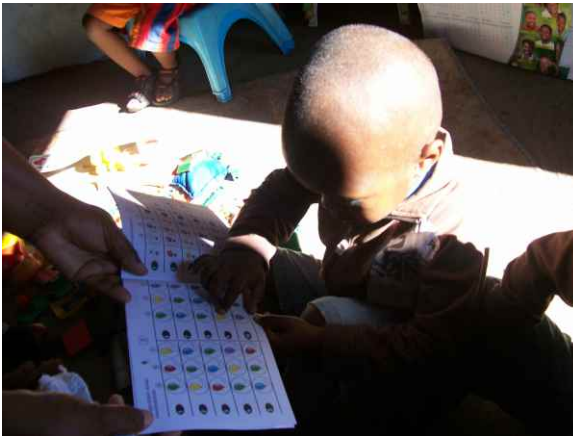
Name of school	Pupil enrolment	Teachers & Principal
Bhaliti Junior Primary School	109	4
Peelton Primary School	112	4
Zamani Educare Centre	24	1
	245	9



Two of the schools in this cluster presented unique challenges, while the third school, demonstrated how good leadership and management have a positive impact on the functioning of a school as an institution of teaching and learning. The Zamani Educare Centre, which was reported on during our last visit, as being in dire straits, is in desperate need of support, and has been further negatively impacted upon. Strong winds have all but destroyed the physical structure of this little centre, and the few remaining children and resources are being housed temporarily in a rondavel. Miss Hela is battling under very challenging conditions and it is hoped that she will be able to gain departmental support from Social Services and the Eastern Cape Department of Education to assist her. The children at the school are very young and appear to be very immature. Discussions using the bright attractive pictures to encourage vocabulary and general language development were encouraged, as well as Perceptual Development.



Peelton Primary School and Bhaliti Primary School have both experienced the same training, and the same amount of training. At the former school, it would appear that only one educator has embraced the programme. He is using it well, with enthusiasm, to the benefit and enjoyment of his learners. He too is positive about the programme and enthusiastic about the interest and value that this resource has brought to his lessons. Unfortunately the principal of Peelton Primary has recently suffered a bereavement and could not be present for the full visit. Another workshop was run at this school. Following this the educators appear to have comprehended the programme and all have indicated their willingness to implement Edupeg and to incorporate the programme in various Learning Areas. The educators, who appeared to be rather obdurate and unwilling to initially engage, left the workshop with a very much more positive attitude.



Bhaliti Primary School, under the care and concern of Miss Kama, was reported to be a delight to visit and as an inspiration as to what can be achieved with planning and dedication. Teachers were enthusiastic about demonstrating lessons, and were keen and excited to get feedback on their new teaching skills and techniques. Miss Kama herself taught a lesson, as some educators were absent due to their attendance at a departmental workshop. The children at this school were described as being more confident than the learners to whom we are usually exposed, and this can in part be attributed to the dedication and commitment of the teaching staff. The classroom atmosphere is described as being "positive and encouraging" where learners are confident and "willing to try anything".



Teamwork and support are obviously part of this school's ethos and all who are exposed to the positive environment created, benefit.

We are not due to see these schools again until September. However, I am going to try to schedule an additional visit to Peelton Primary, prior to this date as this school is obviously in need of additional support.

I do intend to try to seek assistance for Zamani Educare Centre, where Ms Hela is much in need of help.

Sincere thanks to our generous donors, SACTWU, Vukani Gaming/V-Slots Eastern Cape and The HCI Foundation, who all give so generously and who enable our dedicated training team to continue their valuable work in this cluster.

IMIDANGE

PRINCIPAL COMMENTS

- An interesting programme that will help learners to go through their paces and also a programme that moulds responsible self independency. (Peelton Higher Primary School)
- UEdupeng undinceda kekhulu ngo kerfundise imibele nezinto ezinkulu nezincini. Shapes and directions. (Zamani Educare Centre)
- We are very excited about this programme. It promotes learner centeredness, and creative and critical thinking. (Bhaliti Lower Primary School)

IMIDANGE

16-18 SEPTEMBER 2008

PRINCIPAL COMMENTS

- We have gained a lot from this project. The learners have developed independency and self-confidence. (Bhaliti Junior Primary School)
- What a wonderful intervention to our OBE (Outcomes Based Education). Edupeg is really hands on education. (Peelton Higher Primary School)

REGION: Eastern Cape - Zibula Development Trust

Name of school	Pupil enrolment	Teachers & Principal
Nonyameko Junior Secondary School	296	8
Thanduxolo Primary School	302	8
Masiphumle Junior Secondary School	521	12
Ndakana Junior Primary School	255	8
	1374	36

It is most encouraging to be exposed to a school such as Thanduxolo Primary School, under the professional leadership of Mr Siyongwana. This dedicated headmaster had been pro-active, and had planned to have the grounds of the school cleared and maintained, prior to the commencement of the second term. This would ensure that on arrival at school, both teachers and learners would be appraised of the neat, attractive school and surrounds, a clear signal that work should commence immediately. This well organised principal was pro-active in yet another area, when he contacted our trainers to alert them of a SADTU meeting which had been scheduled in school hours, and would thus impact on our visit, and access to educators in their classrooms. He however put plans in place to best support all involved, under the prevailing circumstances.

Strong evidence of Edupeg usage was observed. The classroom atmosphere was reported to be positive and the learners were exposed to encouragement and support. Teachers here have not fully grasped group work, and were pleased to be supported by both Vuyo and Hluma in this regard. Classes were reported to be large, where educators had difficulty moving around the classroom, to have access to the pupils, due to the large number of desks required to accommodate the learners.

Nonyameko Primary was quite a different experience. The grounds were reported to be dirty, with the grass very long. Cattle had been permitted into the school grounds, with the resultant mess. Teachers and learners had not reported for school after the three week break, and educators appeared to be unprepared. This school is utilised by the community, and it would appear that too much valuable teaching time needs to be dedicated to cleaning the school, following use by the community. As teacher:pupil contact time is most valuable, perhaps an alternative plan could be evolved for this school, where community members respect the school and surrounds and leave all in readiness so that schoolwork can commence timeously. Only the champion teacher appeared to be confident with regard to the use of Edupeg. This educator needs to be commended for the good teaching practice that is in effect in the classroom, where learners are engaged in learner-centred activities. Group work was evident, and monitors were well established. Monitors provide valuable assistance for the educators. Additionally these youngsters gain valuable skills and lessons, as well as enjoy improved confidence and self-esteem, gained from their growing independence.

Vuyo & Hluma must be commended for their pro-activeness in this cluster. With the awareness of a departmental course impacting on the Foundation Phase, a SADTU meeting scheduled during school hours, impacting on all educators, they stopped in at Masiphumle Primary School, to confirm arrangements for their scheduled visit. Ms Tobi, the principal, confirmed all arrangements. When the trainers arrived on 17.04.08, as scheduled and confirmed, no schooling was taking place, as the school had suspended all lessons, to thank a donor for sponsoring resources into the school. Our visit was completely without effect and the principal did her best to be unavailable for any contact with our trainers.

Mrs. Yam at Ndakana Primary was also pro-active, and although the teaching day and scheduled visit were also compromised by yet another SADTU meeting and a sports event, she had made arrangements to ensure that her educators were able to benefit from the visit by our facilitators. The educators gained valuable knowledge and insight from both Vuyo & Hluma, and were grateful for the support. The trainers both remarked independently in their reports, how much the learners enjoyed using the Edupeg resources, and how animated they became when given a resource to use. Our trainers were also able to both model and explain the value of more learner-centred activities, and to discourage only "talk and chalk" and "question and answer" based teaching. In some instances, the teacher both asked and answered her own questions, leaving nothing with which the pupils could engage. Once the learners were more actively engaged, a more satisfactory learning atmosphere was achieved.

We are indebted to Ms Gitywa for her valuable support and assistance in this cluster. She herself is highly motivated, organised and very pro-active. She is deeply desirous that both educators and learners in these rural areas gain support and improved educational awareness with regard to methodology and the use of resources.

Sincere thanks to SACTWU, Vukani Gaming Corporation (Pty) Ltd, & The HCI Foundation, for their generous financial support which enables us to support these schools.





ZIBULA DEVELOPMENT TRUST
14-17 APRIL 2008

PRINCIPAL COMMENTS

- Dedicated trainers, and well planned presentations always. We are now able to use Edupeg material together with our educational resources. Our learners are used to operating the pegboard. (Ndakana Junior Secondary School)
- The Edupeg programme is assisting the learning and teaching in an effective manner. We are willing to use the programme. (Masiphumle Lower Higher Primary School)
- Edupeg has assisted us a lot especially when it comes to integration of Learning Areas. It is easiest to test learners. (Thanduxolo Junior/Senior Primary School)
- Edupeg material is used as an educational resource especially for Maths. It is difficult for Grade 1 learners at the beginning. (Nonyameko Junior/Senior Primary School)