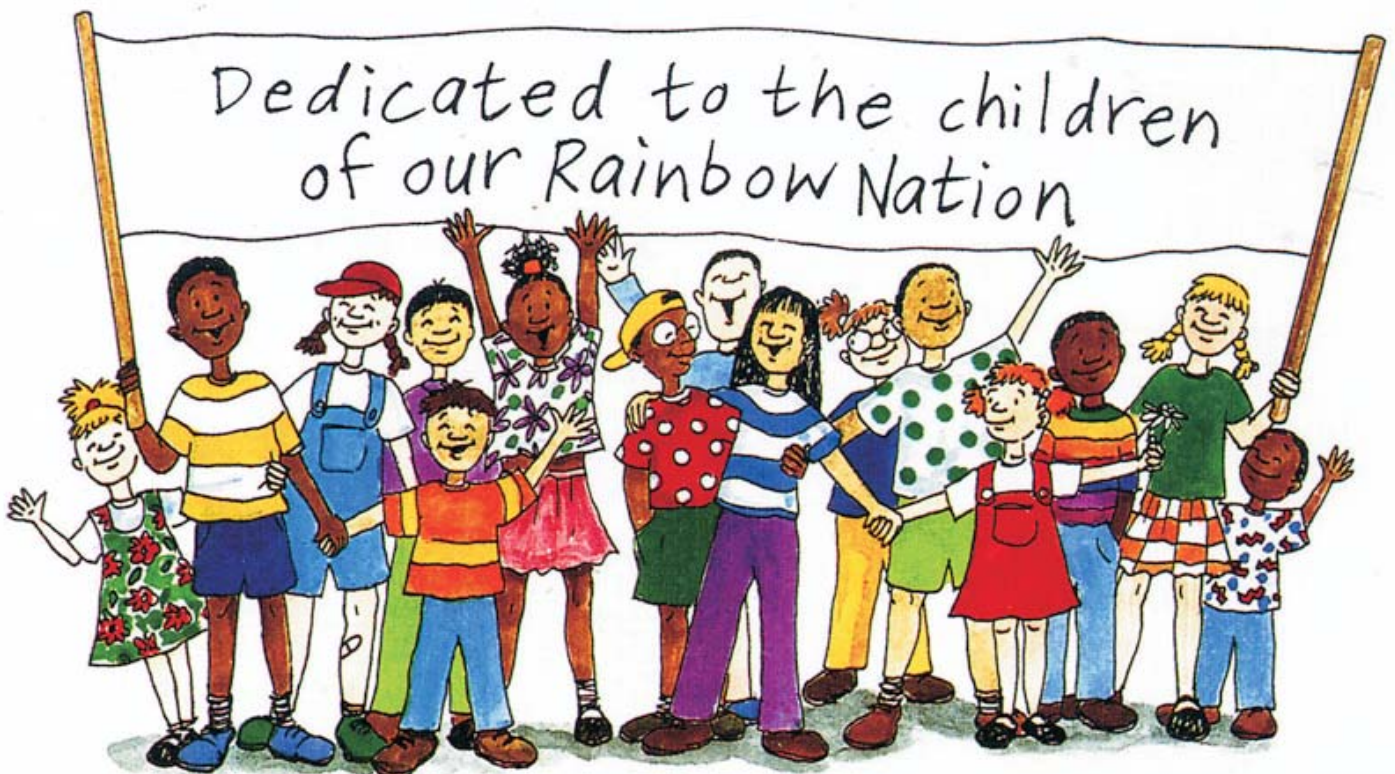




Edu-peg

THE SACTWU EDUPEG PROJECT

1st QUARTER REPORTS 2009



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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**

**1st QUARTER REPORTS
2009**

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theTeacher




Uniforms for teachers?
Pages 2 and 3

Giveaways
Pages 6, 22 and 23



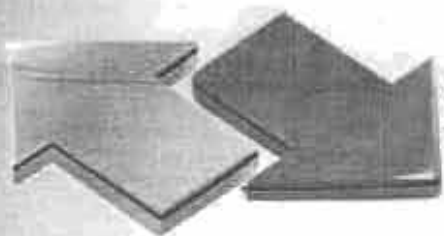
Teachers and games
Page 14

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Going forward



Learners from Sandberg NGK Primêr walk to the farm school outside the town of Clanwilliam in the Western Cape. The no-fee school has been recognized by the Western Cape education department for the remarkable strides it has made to improve the basic maths skills of its pupils. Read the full story on page 11. Photograph: David Harrison



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From zero to heroes for maths

One farm school makes a remarkable about-turn in numeracy levels by sticking to the basics

When Sandberg NGK Primër registered a disappointing zero percent numeracy rate for a fourth consecutive year in the Western Cape education department's evaluation of literacy and numeracy levels, principal William Swartbooi knew he had to take action.

That was four years ago. By 2007 the hard work started to pay off when an evaluation of the literacy and numeracy levels of grade six learners in the province showed that the farm school, just outside Clanwilliam on the West Coast, had a meteoric improvement in its numeracy rate. It scored a 50,0% improvement in numeracy, an achievement that earned it the top award in its category from the department (based on quintiles) for improvement in numeracy.

What makes the school's progress even more remarkable is that it is categorised as a quintile one (no-fee school), meaning it is affected by high levels of poverty. It is also a multigrade school with only two educators teaching 38 learners spread across grades one to six.

Swartbooi attributes the school's success to "commitment from the learners and making sure they understand the basics of mathematics." "We try to make sure that learners understand the principles of mathematics by drilling the basics like multiplication and addition into them," he says.

"So each day we take a few minutes to recite our timetables and do some sums before class starts properly. We also found that setting targets for each grade led to a massive improvement." For example, the target for grade three is that each learner is required to know how to add and subtract up to 20.

Language is another challenge faced by the educators at the school, which services a group of children



I know the answer: learners from Sandberg NGK Primër, Western Cape, in numeracy class.

Photographs: David Harrison

that move around a lot because many of their parents are farm workers who have piece jobs.

"It's no one standing in front of the class speaking about the subject if the learners are not comfortable with the words being used," Swartbooi says.

"We had to find ways of getting our message across in a way in which the learners could relate. For instance, when it came to demonstrating volume and capacity, I got them to transfer water between different size bottles and in this way they were able to understand the concept."

The school also approached the department for help. It was partnered with other local schools that had improved their results, allowing them to swap notes and ideas.

Says Swartbooi: "We made contact with two schools in similar positions and learned so much from one another. This was really helpful."

The schools formed a multigrade cluster and were able to exchange learning programmes and lesson material, as well as the work shadow records of learners. To ensure continuity the records monitor the progress each learner makes in life or her grade and is passed with



Swartbooi's tips

- Get the basics right. If your learners are comfortable with the basic concepts and terms used, it will provide a solid foundation for what follows.
- Make the lessons relevant to learners. Try to find ways of relating

it to their experiences when dealing with difficult concepts.

- Go the extra mile. Teachers should be testing the learners' knowledge constantly and should not be afraid of putting in extra hours.

the learner if he or she moves to another school.

The school also made use of the useful Edupeg system, which is made up of a specially designed board that has interchangeable faceplates and a series of workbooks.

The faceplates are changed for each

set of multiple-choice questions and the learner has to insert a peg into the space designated for the answer. Once the learner is satisfied with the answers, a button on the board is pressed and if he or she has selected the correct answer, the peg will fall; if not, it will stay on the board.

Western Cape education department best practice series — Sandberg NGK Primër

Maths smart

Parents can improve children's maths skills in the following ways:

- Teach your child about shapes by making sandwiches and cutting them into shapes, such as squares and triangles.
- Measure popcorn or maize in a cup, use ¼, ½ and ¾ cups.
- Play number plate games — add or subtract two to three digits in the number plates you see while you travel.
- Play games with money, for instance: I have three coins in my hand that are worth 50c. What coins do I have?
- Using a deck of playing cards, ask questions about the colour and shape of the cards, add cards, subtract, sort or order cards, for example ace to king and king to ace.
- Tell the time.
- Use matchsticks to add, subtract and make shapes.

Says Swartbooi: "This educational toy has been a great success with the learners as it is a break from the routine of answering sums in their books. It's lots of fun for them and they really enjoy it."

Swartbooi emphasised the need for the learners to be proactive in their approach and to the subject by dedicating a few minutes of each maths lesson to mental maths, which encourages learners to work out the sums in a limited time without writing down their calculations on paper.

The school will not be resting on its laurels in 2009 and has been selected as a Khanya school for the coming year. The successful Khanya project in the Western Cape aims to address, among other things, the shortages of teachers in schools by introducing computer technology to assist educators.

The results at other schools that use computer technology indicates that it improves learners' performance. Swartbooi is confident it will do the same for his school.



Campaign to boost literacy and numeracy in poor communities

The Western Cape education department (WCED) launched a literacy and numeracy campaign in the province at the start of the school year, focusing on the parents of foundation phase learners in poor communities.

The campaign forms part of the department's implementation of the national Foundations for Learning campaign aimed at increasing average learner

performance in languages and mathematics to no less than 50% by 2011. The initiative aims to provide tips for parents on what they can do to build the literacy and numeracy skills of foundation phase learners at home and to explain what the national curriculum expects of grades taught to three learners. Key aspects of the campaign include:

- 948 radio advertisements on

10 radio stations, broadcast to an estimated 1,5-million listeners;

- 50 000 leaflets distributed to 275 schools, for distribution to the parents of foundation phase learners;
- A full-page article on family learning in a back-to-school supplement published in 34 community papers, selling 1,2-million copies with an estimated readership of five

million, as well as *Die Burger*;

- 20 billboards in Khayelitsha; and
- A branded, loud-hailer promobile toured 20 communities last year to deliver literacy and numeracy messages and an appeal to ensure early school enrolment.

The department has tested the literacy and numeracy skills of primary school learners every year since 2002, alternating between grades three and six.

The results have informed special interventions by the department, culminating in a major literacy and numeracy strategy in 2007. The tests showed that interventions do work. While literacy has improved, learners still struggle with maths. Yusuf Gabru, MEC for education in the Western Cape said: "While literacy continues to be a challenge, our biggest challenge is to improve results in maths."

It has been a joy and a pleasure to share in the excitement and pride of so many of the schools in this cluster, who have enjoyed the benefit of school renovations and refurbishment. Newly constructed building, new roofs, painted walls, brand new floors and windows, extensive shelving throughout the schools and playground equipment for the learners are some of the improvements that we have been exposed to during our 3 weeks in Robertson.

The mood of the principals and teachers is most definitely elevated and more positive, and although the construction teams have at times been a bit insensitive with regard to the placing of classroom equipment, (outside in the elements!), generally the mood is one of appreciation and pleasure.

Aesthetically, there is obviously improvement in the physical nature of the schools, but one feels that educators also have a sense of being appreciated, that their working environment has been improved and that some of their needs have been noted (e.g. Storage!).

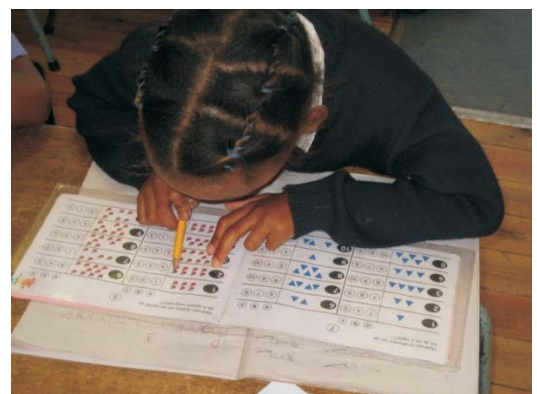
During our planned session for this cluster last year, we decided that there are schools in this cluster that we would "graduate", and who would no longer receive our regular assistance. These schools fall into two distinct categories - those whose principal and educators have embraced the programme and who are utilising it well/to the best of their ability. We will always alert these schools to our presence in the area and should they require any support we will obviously provide this. The second category of schools is where we have received overt resistance to all efforts on our part, to best support the educational upliftment in certain schools. Resistance to any form of change, excuses, avoidance and rudeness are such, that it was decided that on-going support visits would be counter-production and probably cause more harm than good. The few schools in this category we will thus also alert of our visits to the area and should our support be required, we will positively respond.

It is my sense that the very attractive refurbishments, along with a holiday and the commencement of a new year, have all had a positive impact on principals and teachers. We were very warmly welcomed at the schools in this cluster and in almost all cases, lessons had been prepared for our trainers to observe. Schools that had new educators, had phoned us to alert us of this, and that demonstration lessons would be required. This is a hugely positive development. Principals/HOD's/Edupeg Champions, are beginning to fully engage with the circulars sent into their schools, and to plan pro-actively with regard to our visits.

Our trainers were able to observe many well planned and executed lessons, many of which had a direct correlation with what was being taught in the classroom. In the Foundation Phase, children were virtually always in groups, and it is pleasing to note that many of the educators have taken up many of the

REGION: Western Cape: Ashton,McGregor,Robertson
DATE: 2 - 18 February 2009

Name of school	Pupil enrolment	Teachers & Principal
Vergesig Primary School	846	22
Nkqubela Primary School	559	14
H. Venter Primary School	1073	28
Ashton Combined School	832	22
Laerskool Ashton	165	7
Stockwell Primary School - G	34	2
Prospect Primary School - G	226	8
Klaasvoogds Primary School	153	12
Hoopsrivier Primary School - G	32	2
Dagbreek Primary School - G	1052	27
McGregor Primary School	494	14
Uitnood Primary School	119	4
De Villiers Primary School - G	994	29
Riverside Primary School	47	3
Le Chasseur Primary School - G	198	6
Huguenoot Primary School	135	4
Vinkrivier Primary School	69	3
Willem Bucholtz Primary School - G	100	4
Retreat Primary School - G	22	2
Wansbek Primary School - G	20	2
Ivan Sedgwick Smuts After-care	30	1
Lucerne Creche	5	1
7205	217	



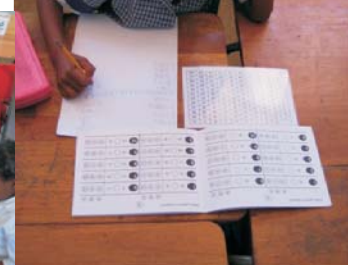
practical ideas that have been shared with them, including the more regular use of concrete equipment. Different activities are also now more regularly given to the various groups. It is uncertain if these are ability groups, or randomly arranged groups. (Very frequently a brighter pupil is placed next to a slower learner, and it becomes the task of the brighter pupil to always tutor their less competent peer!). The scholastic ability of many of the children in this cluster, is weak. Almost all learners are farm labourers children, who are frequently exposed to the harsh realities of growing up in a challenging environment. Fortunately all of our schools benefit from school feeding. In the Intermediate Phase many of the learners are alarmingly passive and mute. They appear to have little to contribute, they are not used to being requested to concentrate and to express any opinion of their own. Their ability to formulate and answer questions in full sentences, is stunted for their age. Their written work is often also poor, with poor execution skills coupled with spatial difficulties. These children struggle to set out their written work and display little structure or cohesion when faced with these activities. Particularly in the Intermediate Phase, lessons were observed where there are no differentiated activities and the resultant problems experienced due to this approach were very evident. The very wide ranges of ability that one sees amongst the pupils in a class is very evident in this cluster. In some lessons observed, very little is actually asked of the learners and their input is minimal. Some tasks that were set for the learners were entirely inappropriate.

Many of the schools that we visit have temporary educators/principals. It would appear that at times it takes an inordinately long period of time for a permanent appointment to be made. A case in point is Vinkrivier Primary, where the principal has been on stress related leave, for in excess of five years. The school claims that little planning or forward planning can be done, due to these prevailing circumstances, as they do not know when their appointed superior will return.

Nkqubela Primary School (previously Masakheke Primary), have been hamstrung with regard to the use of Edupeg in the Intermediate Phase, due to the absence, for three weeks, of the Intermediate Phase Edupeg champion. This educator has the key to the storage cupboard that houses the Edupeg resources and thus no learners have been able to benefit from use of this programme during her protracted absence.

I had Jason Knott, our resident trainer in Botswana, join Shirley and Ingrid for four days in Robertson, to further develop his awareness of Edupeg, it's flexibility and usage potential. He had a very productive visit and gained much knowledge, information and training development, through his interaction with Shirley and Ingrid in the schools.

Generally, I am well pleased with our visit to this cluster. The positive response from both educators and principals and the increased willingness to teach lessons for our trainers, bears witness to the increased element of trust that has been developed through relationship building.



Warm thanks to the WCED for allowing us access to the schools; to our trainers for their dedication and commitment; and to our admin team who always maintain their patience and good humour, even when the going gets tough!

Without the generous commitment of our donors, our work in these communities would not be possible and we thank our funders for their resources which facilitate our school support.

ROBERTSON/ASHTON/MCGREGOR

2-5 FEBRUARY 2009

TEACHER COMMENTS

- Thanks for sending Ingrid, she always gives us good advice. Edupeg helps us a lot and our kids enjoy it. Hope to see you again. God bless. (Nqubela Primary – Ms N.P James)
- It was great for you to share this day with us. Thanks a lot for today. I learnt a lot from you, you make my day so bright, you are so amazing, so wonderful to me and you mean a lot to me. Thanks. (Nqubela Primary – Ms N. Sukani)
- You have a wonderful personality. You are there for those who struggle with learners with problems to give advice and strategies to deal with problems. Thank you. (Nqubela Primary – Ms T Sambu)
- Mrs du Plessis helps me a lot. She showed me some of the new skills. (Nqubela Primary – Ms Pango)
- I thank you very much about your visit and as well as the advice that you gave to us (skills). The last word is please come again, do not disappear. (Nqubela Primary – Mr Gwelityala)
- If you do come, please come quarterly to us because some of us tend to forget using Edupeg as an instrument, or send us some information. (Nqubela Primary – Miss L.S. Suluba)

PRINCIPAL COMMENTS

- Fasiliteerders so vriendelik en baie behulpsaam. Leerders vind baat by die gebruik van die Edupeg materiaal. (Vergesig Primêr – Mr Lucas)
- Pictures are colourful and can be used in all Learning Areas. It's on the level of the learners. (H. Venter Primêr – Mr De Koker)
- The Edupeg members arrived at school on time as scheduled. The material is very helpful to the school. Their presentation and assistance to teachers is appreciated. (Nqubela Primary – Mr Mtamo)
- Die besoek was 'n bietjie vroeg in die jaar en die skool was besig met atletiek reelings. (Ashton Combined Public – Mr Lyon)

9-12 FEBRUARY 2009

TEACHER COMMENTS

- Baie dankie dat u vir my leiding gegee het om die boekies te kan gebruik in die klas. Dankie vir u vriendelikheid en die hulp wat u aangebied het. U het my op my gemak laat voel. Weereens baie dankie. (McGregor Primêr – Mev C.M. Jordaan)
- Baie dankie! Dit was baie insigewend. Ek sal beslis dit wat u my geleer het toe pas. U hulp word rerig waardeer. (Klaasvoogds Primêr – Mev C. Fredericks)
- Baie leersaam en beskikbaar. Vind dit interessant en leerders sal dit baie geniet. Aktiwiteite/boeke is maklik en eenvoudig om te gebruik. (Uitnod NGK Primêr – G Jordaan en J. Page)
- Sal beslis my taak as opvoeder vergemaklik. Veral vir vaslegging. Iets nuut vir my, maar sal dit in toekoms nuttig gebruik. (Uitnod Primêr – Mnr van der Merwe)
- Dankie vir voorstelle en hulpbron (Edupeg) materiaal in verskeie leerareas/assesering standarde aan te wend. Ek verkies dat besoeke op 'n latere stadium in die jaar gedoen moet word, na eerste kwartaal – voor eerste skoolvakansie. (McGregor Primêr – Mej A.S. Hill)
- Dankie vir u vriendelikheid. Dit het my baie gemaklik laat voel. Dankie vir u aanbevelings oor hoe ek ook ander prente kan gebruik. U aanbevelings was baie positief. (McGregor Primêr – Mev R. de Wit)
- Ons sal graag meer boeke wil hê, want daar is te min. (McGregor Primêr – Mev Plaatjies)

PRINCIPAL COMMENTS

- Dit was baie leersaam and interessant. Sy't baie goed verduidelik en het 'n goeie persoonlikheid. Sy het haar goed van haar taak gekwyd. Sterkte vir die jaar, wens ek haar toe. (Klaasvoogds Primêr – Juff E.J. Jacobs)
- Thank you for your support at our school. Please be available for more assistance. (De Villiers Primary – E.A. de Wit)

- Baie dankie vir u ondersteuning. (Uitnood NGK Laerskool – Me L.A. Lottering)
- Leiding aan opvoeders in die gebruik van die Edupeg materiaal word altyd waardeer. (McGregor Primêr – D.J. Kraukamp)
- Die twee vrouens van Edupeg is baie behulpsaam en vriendelik. Hulle is besorg oor die opvoeding van Edupeg by die skool. (Klaasvoogds Primêr – J.J. Damons)
- Program is vodelig en effektief in ons klaskamers. (Hoopsrivier Primêr – W.R. Davids)
- Altyd welkom by die skool. (Prospect NGK Primêr – E.C. de Bruyn)
- Baie dankie vir al julle moeite. (Stockwell Primêr – E. Mellet)

16-18 FEBRUARY 2009

TEACHER COMMENTS

- Die Edupeg werkwyse is verdiudelik op'n baie effektiewe wyse. Dit gee my nou 'n wye perspektief en kan aanleiding tot veel innovasie gee. (Riverside Primêr – Mej. M. Richter)
- Die les was insiggewend. Dit was my eerste bywoning van'n demonstrasie les. Dit was baie goed gedoen. (Huguenot VGK Primêr – A.C. Van Wyk)
- Eerste keer date ek met Edupeg te doen kry voorheen net bookies gesien. Baie interessant, gaan gebruik in klas. Puik aanbieding! (Huguenoot Primêr – Mnr. Abraham)
- Edupeg is 'n goeie hulpbron. Dit maak syfervaardig makliker en interessanter, omdat did geintegreer kan word met ander leerareas. (Huguenoot Primêr – Mev. Hull)

PRINCIPAL COMMENTS

- Waardevolle oefeninge vir integrasie by Leerareas. Baie leersame inligting by span gekry. (Riverside Primêr – H.P. Adendorff)
- Dankie vir u volgehoue ondersteuning en skenkings. Dit sal gebruik word. Hou so aan sterkte! (Le Chasseur Primêr – C. Fortuin)
- Het die deomonstrasie les baie geniet en het baie geleer. (Huguenoot V.G.K. Primêr – A.C. Van Wyk)
- Baie dankie, waardeer baie! Kosbare material en hulp. (Willem Bucholz Primêr – J. Swanepoel)
- Edupeg kan baie effektief as deel van kurrikulum gebruik word. (Retreat N.G.K. Laerskool – E.L. Booysen)
- Edupeg is 'n goeie hulpbron. Dit maak syfervaardig

We have four schools in this cluster. It is pleasing to note the refurbishments that have taken place at some of these schools, and how these improvements have positively impacted on the morale of the staff. Our visit to Twee Jonge Gezellen Primary co-incided with a visit from The Public Works team, and we are pleased that this school too is scheduled for much needed refurbishment.

The majority of the learners in this cluster appear to listen, and to try to complete the tasks that are asked of them. What is noticeable, is the huge difference in the range of ability of the learners - some who are quite bright and alert and are able to cope, with the set tasks, to others who appear quite confused by the activities, and who appear to have few skills and very limited ability to tackle the exercises set. The number of pupils in some of the classes, also impacts negatively on the ability of the teacher to give individual attention, as some classes are in excess of 50 learners. In these instances, it is also very difficult to move around the classes to assess what the learners are doing and how they are approaching the exercises, as the amount of desks prevents access to the pupils. Teaching from the front, at the same pace for all learners, with the same tasks set for all learners, does not best serve the development of all learners. At times, the quicker learners have completed the set tasks and are left with no follow-on activities/stimulation, while the weaker learners are struggling to get to grips and to understand what is being asked of them.

At Drostdy Primary, the Foundation Phase educator has 46 learners in a multi-grade class, many of whom came from The Steinhil Home (for children). Many of these children present with behavioural difficulties, which, when combined in a multi-grade Foundation Phase classroom, make for a very challenging teaching and learning environment.

We are very fortunate that we have built up a good relationship with the schools in this cluster, during the years that we have visited this area. We are also fortunate that our trainers are not only diplomatic and supportive, but that they have a wealth of educational experience and expertise that they are able to share. Our trainers both observed and demonstrated lessons in the schools visited. Generally they were pleased with the level of preparation and lessons and their relevance to the curriculum and specifically what concepts were presently being dealt with in class.

Ingrid and Shirley were also able to share additional ideas and methods to further enhance the teaching and learning opportunities that were relevant. Storage ideas that were shared on our last visit have been implemented, and have definitely led to an increased usage of the Edupeg resource in lessons. Additionally, the suggested "planning pack" to be used by each phase, has obviously also positively impacted in our materials being more frequently used in lesson planning and lessons.

REGION: Western Cape: Ceres & Tulbagh
DATE: 23-24 February 2009

Name of school	Pupil enrolment	Teachers & Principal
Drostdy S.K.V. Primary School	69	3
Twee Jonge Gezellen Primary School	113	5
Montrouge Primary School	179	5
Morrisdale Primary School	908	23
	1269	36



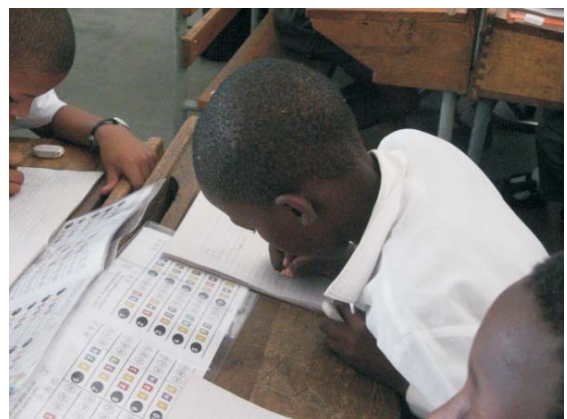
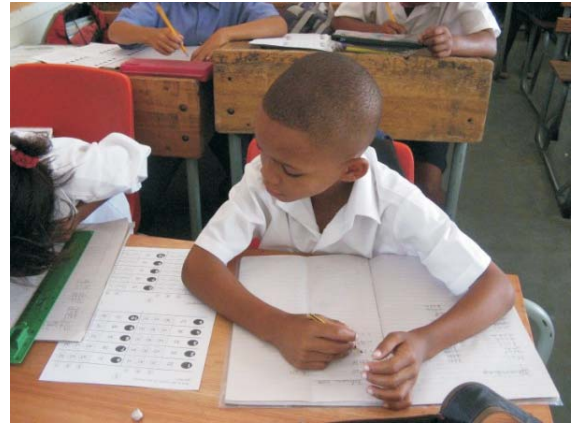
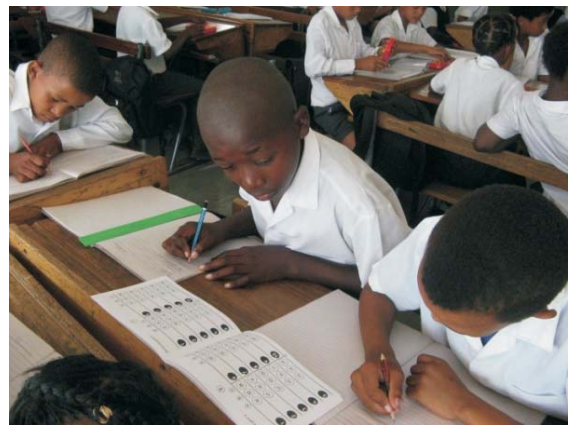
The learners continue to display pleasure and enjoyment when using Edupeg and we have encouraged the schools whose enrolments have increased, to do a stock audit of their resources and to advise us of this information, to enable us to send to them, additional resources.

It is of a concern that the maths educator at Montrouge Primary was again absent for our scheduled visit. This teacher was due to teach a lesson in the Intermediate Phase. The principal reported that the educator had been absent for 30 days last year. Mr van Rooyen has absented himself on the day our visit on a number of occasions and has previously refused us entry to his classroom. He did consent to yet another demonstration lesson - which was much enjoyed by his learners (on our last visit). Mr van Rooyen teaches maths in the Intermediate/Senior Phase at this school where the Grade 6 results are reported to be poor.

Our trainers were able to work with educators in this cluster to further assist them with their use of Edupeg, to help learners to understand (particularly) maths concepts, for building confidence and enjoyment in maths, and to assess the level of understanding of learners.

Challenges do remain in this cluster, but I am well pleased with the progress that we have made, and thank our sponsors for their dependable funding which has made possible the support visits to this cluster.

Thanks too, to the WCED, who make our trainers so very welcome in their schools, and to Ingrid and Shirley for their dedication and commitment. For all the background organisation, thanks must also go to our small administrative team.



CERES & TULBAGH
23 - 24 FEBRUARY 2009

TEACHER COMMENTS

- Dankie, Juffrou, vir u positiewe bydrae en hulp. Ek het baie geleer. (Morrisdale Primêr – Mev. Jacobs)
- Ondanks 'n baie besige eerste maand van die kwartaal het opvoeders hul weg oopgesien om met Edupeg te werk wat goed aangewend word vir Assessering. (Morrisdale Primêr – Mev. Nel)
- Vriendelik, behulpsaam. Dankie vir al die leiding. Baie leersaam/opvoedkundig. Baie ondersteuning en leiding ontvang. Dis regte 'n aanvulling vir die konsepte waar meer ons moet werk. (Montrouge Primêr – Me. Philander)
- Fasiliteerder is baie dianamies. Sy is baie behulpsaam en deeglik. Verduidelik baie goed. Het 'n liefelike dem – les met kinders gedoen. Bedien met goeie raad. (Morrisdale Primêr – Mev. D.L. Williams)
- Baie dankie dat my kan observeer het. Ek het ook baie van u geleer - soos hoe om broodlussesies to gebruik. (Morrisdale Primêr – Mev. M. Hofmeester)
- Om hierdie stelsel te gebruik verbreed die leerder se kennis oor die wêreld rondom hom. Dit help met sy vaardighede en die kleur werk perfek. Edupeg is regtigwaar baie nuttig. (Morrisdale Primêr – U.E.H. Zimri)
- Baie dankie vir die pragtige demonstrasie wat ek ontvang het. Dit was my eerste kennismaking en ek vind dit baie interessant en sal beslis gebruik wil maak van Edupeg. (Morrisdale Primêr – Me. J.U. Jacobs)

PRINCIPAL COMMENTS

- Ons het 'n baie besige program gehad tot dusver. Hulpmiddels nie maksimaal gebruik nie – dis ook te min vir klasse. (Morrisdale Primêr – H.J. Hendricks)
- Jammer dat ek nie voorbereid was, maar u ondersteuning en hulp word baie en opreg waardeer. Dankie vir u demonstrasie. Maak my weer optimisties. (Drosty Primêr – C.M. Roode)
- Edupeg material word met groot sorg hanteer en gesien as geïntegreerde deel [hulpmiddel] in “Foundation for Learning”. (Twee Jonge Gezellen Primêr – J.C. Luitjies)
- Dit is vir ons as personeel en leerders van Montrouge Primêr 'n besondere eer om Edupeg deel van ons skool te maak. (Montrouge Primêr - J.J. van Wyngaardt)

REGION: Western Cape - Stellenbosch
DATE: 25-26 Feb 2009

Name of school	Pupil enrolment	Teachers & Principal
Solms Delta	31	4
Hoopenburg	7	1
	38	5

The Anna Foundation follows a structured programme at each of the after-care facilities. This programme ensures that the children are exposed to Reading, Righting (what is right for each child), and arithmetic. There is also a component of physical activity, and the children of the farm labourers on these established wine farms are able to participate in exciting and stimulating physical activities that challenge the children and provide wonderful opportunities to grow and enhance self-esteem, as well as many other skills and capacities.

I did chat to Anna Brom following these training visits, as it is the sense of both Shirley and myself, that with some additional planning, Edupeg has the potential to play a more meaningful role in the well planned and executed programme that is presently existent in these after care facilities. Shirley and I hope to meet with Anna and Marli in early April.

The children who are fortunate to attend these after-care groups, appear relaxed, happy and more confident than many of the children with whom we work in a variety of schools, whose learners are drawn from almost identical socio-economic backgrounds. The social interaction is more positive and less aggressive than that to which we are frequently exposed. The children also appear to be very happy to be at these venues and content and pleased to fulfil the daily activities. Many of these children would return to empty homes after school (if they did not attend the after-care programme), or they may wander around in the extended community.

The Anna Foundation is certainly a well organised, well run initiative that is making a most valuable social, physical and intellectual and emotional contribution to the lives of these impressionable and potentially vulnerable young people. We are pleased to be associated with this positive project and thank our generous donors for their funding.



ANNA FOUNDATION
25-26 FEBRUARY 2009

PRINCIPAL COMMENTS

- Baie dankie vir die besoek. Shirley het altyd lekker idees om die bookies aan te wend, op nuwe maniere wat duidelik is vir die kinders en onderwysers. (Hoopenburg After-School care – Marli Ackerman)

TEACHER COMMENTS

- Ons vind dit baie interessant en dit help die kinders baie. (Solms Delta After-School care – Susan Boonzaaier)

REGION: Western Cape - Stellenbosch
DATE: 25-26 Feb 2009

Name of school	Pupil enrolment	Teachers & Principal
Ikhaya Trust	100	5
	100	5

This project is situated in the township of Kayamandi, in Stellenbosch. It serves the very large community here and has both a pre-school facility and an after-care for ± 100 primary school children.

A fully qualified teacher-facilitator, Ms Maritza de Vries, oversees the facilitators. We were able to work with 5 facilitators during the first day of our visit, and on our second day, two facilitators went to attend a course to upgrade their qualifications. Ms de Vries does work out programmes to be followed each afternoon, and Edupeg is a strong component of these activities. Both maths and literacy activities are planned, using the Edupeg resources.

The facilitators at this school display a real and sincere interest in the care and well being of the children entrusted to them. They all participated eagerly in the workshop, and showed enthusiasm and enjoyment in the activities given. The facilitators are all very positively disposed to Edupeg and enjoy the support and supervision of Ms de Vries.

Shirley developed a unique enrichment workshop for this group with the focus on language. Children in a resource deprived home are not generally regularly exposed to written and reading material. Changing and challenging lifestyles have also negatively impacted upon child-parent verbal interaction and general communication. As we most frequently think in words, language is necessary for the development of thinking and reasoning. Using language to express ourselves, enables us to better manage our emotions and to deal with these more rationally. Language assists with the development of creativity, self-expression, effective communication, building relationship and the growth of self-esteem.

Shirley introduced approximately a dozen language based games using Edupeg, and approximately a dozen language based games, not using Edupeg. The facilitators then had an opportunity to select a game and lead this game with Shirley and the other facilitators acting as "learners". Following the game, commentary was made on the success of the game, its potential for learning, use of language, adjustments that could be made to ensure that it would work better and/or fit different age or ability groups and its potential to build self-confidence. This workshop was very well received and the facilitators participated with enjoyment.

Edupeg is well managed by Ms de Vries and we look forward to its continued productive use in this community project.

Sincere thanks to Shirley for her creative and supportive intervention; to our generous donors for their financial contribution, and to our small admin staff who help to ensure the smooth running of our support interventions.



IKHAYA TRUST - STELLENBOSCH

26 FEBRUARY 2009

TEACHER COMMENTS

- The Edupeg training course was very successful for me because it is where you learn more how to deal with children and give them skills for their future. (Ikhaya Trust – Xoliswa Mxesibe)
- The training provided by Edupeg has opened my mind about the importance of using pictures and games to stimulate the children's ability to concentrate and learn. It has also given me other ways to teach children besides writing down. (Ikhaya Trust – Yandiswa Mafungwa)
- Ek het baie geleer van Edupeg van stories wat jy kan sien and kan ook skrywe. Also about the names of the games. (Ikhaya Trust – Irene Mrali)

PRINCIPAL COMMENTS

- Bai dankie vir die besoek. Shirley het altyd lekker idees om die bookies aan te wend, op nuwe maniere wat duidelik is vir die kinders en onderwysers. (Ikhaya Trust – Marli Ackerman)

This very attractive primary school is situated in Vrygrond. The pupils are drawn from the large informal housing development adjacent to the school. Unemployment is high in this area and the usual social problems that present challenges to learning are obviously present.

REGION: Western Cape - Capricorn Park
DATE: 25 + 27 Feb 2009

Name of school	Pupil enrolment	Teachers & Principal
Capricorn Primary	451	15
	451	15

The school is held in high esteem by the community, and it is beautifully maintained. One is aware that improvements are constantly being made to the school, to ensure that the learners are given the best possible opportunity to learn. Programmes and projects are evident in the school, and a planned, monitored, daily perceptual programme is in place. This has been designed and is monitored by Dr Louis Benjamin. A team of remedial educators assist at the school, and children are withdrawn from their classes to attend these sessions.

Sincere thanks to our generous donors, whose consistent funding enables us to support this school intervention. Thanks too to our training and admin teams, who both play such important roles in each school support visit.

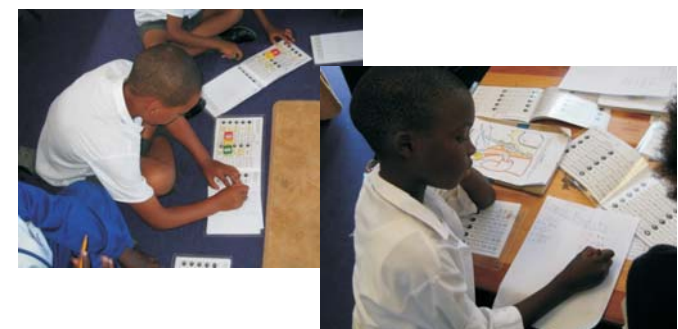
We are pleased that we were asked to wait with our school support programme into this school, as there are obviously quite a number of support interventions in place/being put in place. The additions to the school to accommodate the Grade 4 classes obviously entails contractors and the school also seems to have quite a constant stream of visitors.



The educational staff were a pleasure to work with. These keen, enthusiastic and capable educators, immediately realised the educational potential of Edupeg and were excited about its potential application. Although the absence of two key educators due to illness, coupled with an accident/incident in the community, caused some disruption to the planned day, the demonstration lessons were extremely well received. There was tangible excitement from both the educators and learners, once the Edupeg resources had been introduced, and the teachers were thrilled to be made aware of the many practical and written applications that are possible. The learners responded with enthusiasm and very soon grasped the activities. Their obvious enjoyment and excitement when completing activities was a pleasure to observe. The children with whom we interact frequently suffer from low self-esteem. The challenging circumstances in which they live are often harsh, and there is little opportunity for them to receive praise and encouragement. That they are able to experience immediate success when using Edupeg, bring them visible joy and pleasure.



The observation lessons that took place on the second day of our visit were also very pleasing. Both teachers had a good grasp and understanding of Edupeg and both commented that the demonstration lessons that they had observed were very beneficial to them, when planning their lessons. Once again, these were well received by the learners and the content of the lessons correlated with what was presently being taught in class. Ingrid was able to support one educator on more carefully phrasing questions to the young learners, so that the children clearly understood what is being asked of them. The exciting equipment at this school, including the interactive white boards, is very encouraging to see. What must however be stressed is that these are utilised as semi-concrete support equipment, and that it is crucial that young learners handle concrete objects to enable them to best understand and internalise knowledge and concepts. The white boards should not take the place of working with concrete equipment.



CAPRICORN PARK
27 FEBRUARY 2009

TEACHER COMMENTS

- I thoroughly enjoyed my demonstration lesson. Thanks for the apparatus and resources. It really helped me with my prep. Ingrid's demonstration lesson was stunning. It really influenced my demonstration lesson. (Capricorn Primary – Mrs.S. Pamplin)
- Thank you for allowing me the opportunity to make use of Edupeg. The children really enjoyed the lesson. As an educator, I felt so happy to be teaching the only way I know works best. Thanks so much. (Capricorn Primary – Ms. Coetzee)

PRINCIPAL COMMENTS

- Thank you so much for your demonstration lesson. My educators are keen to start using Edupeg in their classrooms. (Capricorn Primary – S. Hassan)

Our long association with many of the schools in this cluster, means that our trainers are well known to most of the principals and educators in the schools.

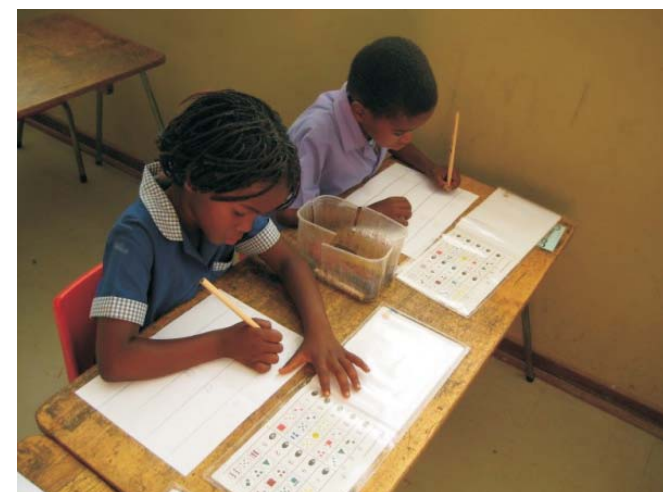
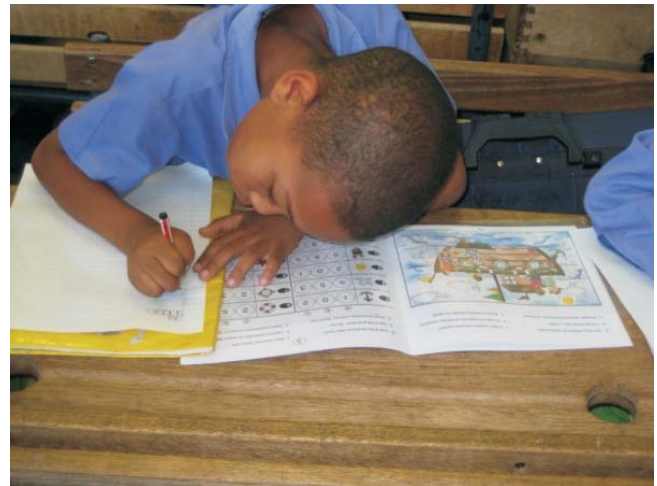
We received a warm welcome at virtually all of the schools visited, and in most instances, lessons had been prepared for our trainers to observe. Many of the children in this cluster are the children of farm labourers, some of whom are seasonal workers. In the case of the latter, children are often removed from school to travel with their parent/s, in search of harvesting/work opportunities. The knowledge of the world of the children is extremely limited and these learners often lack confidence and self-esteem. Coupled with these is often a poor understanding of English (at Intermediate/Senior Phase level), which hugely impacts on the ability of the learners to participate in class. Learners are often seen to be very willing, but almost completely non-verbal. When such pupils are in over-crowded classrooms, with a poor teacher : pupil ratio, and where they are seated at desks in rows, where little interactive groupwork can take place, they are further compromised. We also are aware that there is often emphasis on the completion of photo-copied sheets, which do little to challenge and stimulate learners to utilise creative talents and thinking skills. Spatial concepts and development are also compromised and children lack opportunities to work out a process in full, finally obtaining an answer/result. Such processes are crucial to the development of sound learning.

These children respond most positively to the more learner-centred type of activities that make up the tasks in the Edupeg workbooks. They enjoy the opportunities that are presented where they, (the learners), can contribute to the lessons with the potential of being correct. It is very pleasing to see that many of the Foundation Phase classrooms have teaching mats, where small groups of children can be withdrawn to revise, consolidate or introduce concepts, including the use of concrete equipment. It is also encouraging that concrete equipment, particularly counters, are far more in evidence, and they are also being used! There have been some pleasing improvements to the physical aspects of some of the schools, and the Grade R playground equipment is well used in the schools where this has been erected. Some classrooms are in urgent need of adequate storage facilities, which so assist teachers who are trying to improve their classroom organisation and systems.

We were able to observe some very positive lessons, with a good balance of teacher exposition and pupil activity and contribution. The tasks that were set required some application of knowledge. Educators are becoming more aware of the opportunities that are gained for assessment and/or extra help, when Edupeg tasks are given. We are also beginning to see more frequent differentiation of tasks, which cater more meaningfully for the varied ability groups in a class. Opportunities for practice in following instructions are still needed, as are frequent opportunities to record written activities (but not photo-copied sheets!).

REGION: Western Cape: Worcester & De Doorns
DATE: 2-12 March 2009

Name of school	Pupil enrolment	Teachers & Principal
Riverview Primary School	911	22
Orchard Primary School	864	24
Van Cutsem Primary School	737	20
D.R.C. Practising Primary School	970	25
F.J. Conradie Primary School	1200	33
Bonne Esperance Primary School	559	13
Sibabaiwe Primary School	205	5
Iris Qwela Primary School	129	4
Sandhills Primary School	358	11
Rabie Primary School	387	12
Hexvallei Secondary School	165	20
	6485	189





Generally, I am well pleased with the outcome of this visit. We will never be able to encourage all educators to use this valuable educational resource. "We can continue to demonstrate, explain, support and cajole but the success of Edupeg as a resource, is dependent on the skills and attitude of the educators", Shirley du Plessis - March 2009. Worcester & De Doorns cluster.

We have had some phenomenal successes e.g. Sandhills Primary School Foundation Phase, and our thanks must be extended to our generous sponsors who so willingly make available their funding. Special acknowledgement goes to the Western Cape Department of Education, who welcome us into their schools with appreciation and warmth. Thank you too to Shirley and Ingrid, for the depth of training support that they extend to educators in this cluster. And finally to Tia and Les, sincere thanks for all the careful preparation and execution of tasks that contribute to the success of training into a cluster.



WORCESTER & DE DOORNS
19 FEBRUARY & 2-5 MARCH 2009

TEACHER COMMENTS

- Terugvoering vanaf Me. Van der Spuy word hoogs waardeer. Ek het nog baie to leer maar sal beslis gebruik maak van beskikbare Edupeg bronne. Baie dankie. (Rabie Primêr – Mev. C. Kensitt)
- Dames was verdragsaam & behulpsaam. Ons – veral ek persoonlik – het BAIE geleer. Baie dankie! (Rabie Primêr – Mev. Swartz)
- Ek was onder die indruk daar moet met die Edupeg bordjie gewerk word – misverstand. Die boekies kan aangevul word. Dankie. (Rabie Primêr – Me Stynder)
- Die insette deur die fassiliteerder was baie insiggewend en kan my beslis tot hulp wees in die toekoms. (Rabie Primêr - Mnr Mallemeella)
- Edupeg fassiliteerders skep positiewe en goeie vertrouensverhouding met opvoeders wat hulle op hul gemak laat voel. Edupeg is 'n positiewe versterking in klas veral vir visuele stimulasie asook van kritiese denke (Rabie Primêr – Mev. Jacobs)
- Die ondersteuning was goed; leersaam. (Orchard Primêr – Me. Fransman)
- Die aanbieding van die demonstrasie les was interessant and baie leersaam. Opboudende kritiek was gelewer. 'n Beter begrip om met Edupeg to werk. (Orchard Primêr – Me. Nathan)
- Baie dankie vir u harde werk wat u insit om van die projek 'n sukses maak. Dit is beslis 'n plesier om u by ons skool te ontvang Dit sal werklik goed wees om u weer in 2009 (derde kwartaal te sien). Observasie van nuwe opvoeder. (Orchard Primêr – Mnr. Fritz)
- Die les was leersaam. Die boeke kan beslis gebruik word in Tale en onder L.A. Dit maak ook voorsiening vir verskillende leer vlakke. Beslis 'n aanwinst. (Orchard Primêr – Me. Benjamin)
- Ek waardeer die insette wat deur die Edupeg personeel gelewer word. Dit is opbouend en dit strek onderwys en die leerders in die besoner tot voordeel. (Orchard Primêr – W.S. Fredericks)
- I thank Edupeg for allowing me to present my lesson for them. My sincere thanks goes to Ms. Ingrid v.d. Spuy who also shared her views and ideas with me. (Van Cutsem Combined Primary - Ms. Dywili)
- Thanks for the visit. Edupeg is of great use to us. We are able to integrate Edupeg with our learning programmes. The books are amazing. The activities are good and link with our themes. (Van Cutsem Combined Primary – Ms. N.E. Goqa)
- Thanks for your visit. Edupeg books are good and useful in our classrooms. Learners also love to see the beautiful pictures and are able to think for themselves. (Van Cutsem Combined – Ms N.C. Mtwazi)
- Mrs. Du Plessis has developed and supported me a lot during the lesson. She gave me new ideas. This also helped with the lesson and the learners enjoyed it. I think Edupeg is the best resource. (Van Cutsem Combined – Mrs. P. None)
- It is quite nice to work with Edupeg. (Van Cutsem Combined – Mr. None)
- Thanks for Edupeg and Mrs. Shirley Du Plessis for coming. I want you to come each and every quarter so that I can improve my use of Edupeg. (Van Cutsem Combined – Miss N. Mbaziso)
- Kan weer vandag iets leer by Ingrid deur die papier wat op bladsy langsaam kom. Baie dankie vir die manier hoe u met my en leerder gekommunikeer het. (Sandhills Primary – Ms. Titus)
- Daar was verskriklike waardevolle inligting en leiding gee. Dit was baie verrykend en het duidelik rigting gegee om Edupeg doeltreffend in die klas aan te wend. (Sandhills Primêr – Mnr. H. Campher)
- Edupeg is a good project which helps learners much more easily. Books are encouraging and attractive. Keep up the good work. Thanks. (Iris Qwela Primary – Ms. Botwe)
- I tried hard and I'm satisfied, but as such because it was hard for them to think – learners need thinking skills. I did get ideas and suggestions from Shirley, so I'll try another method. I would like a demonstration lesson. (Iris Qwela Primary – Miss L. Bolwana)
- Edupeg is very good to use with the learners and I also appreciate the positive feedback which was in a way an eye opener and also a way of changing ideas. I appreciate the assistance from the facilitators. (Sibabalwe Primary - Ms. E. Gayiya)

- These books are very useful resources because they have got pictures that assist me in my teaching and Learning Areas since I'm educating learners from the farm. (Sibabalwe Primary – Mrs. X.B. Mketsu)
- Baie dankie vir die raad wat u vir my gegee het. Ek is tevrede met my kommentaar. Sterke vir die pad vorentoe. (F.J. Conradie Primêr – Mev. M.F. Braudt)
- Die goeie raad en planne wat u tydens die besoek gegee het, word baie waardeer. Baie dankie vir die goeie gesindheid. (F.J. Conradie Primêr – J.E. Plaatjies)
- Die demonstrasie van die les was puik! Dit het ons weer opnuut gemotiveer om Edupeg in ons skool te laat LEWE!! (F.J. Conradie Primêr – M. Titus, D. Nel, G. Scheepers)
- Eerstens, jammer dat my volle aandag nie heeltemal met u was nie. Edupeg was nog altyd 'n wenner gewees tussen ons kinders. Die verskillende boekies wat verskillende groepe gebruik om 'n verskeidenheid aktiwiteite te doen het my gedagtes die lig laat sien. Baie dankie vir 'n wonderlike demonstrasie les. (F.J. Conradie Primêr – Mnr Amsterdam)
- Baie dankie vir u tyd en opoffering. Ek is bly dat van my vrae wat gekwel het opgelos is. Die kinders het dit baie geniet, en ek twyfel vir geen oomblik dat Edupeg soms met baie groot sukses gebruik kan word nie. (F.J. Conradie Primêr – Mnr Pedro)
- Dankie vir positiewe gesindheid en geartheid. Julle het met jul besoek weer nuwe lewe kom blaas in Edupeg stelsel. Het ook baie opvoeders weer bewus gemaak van die nut van die stelsel. Baie dankie vir u besoek. (F.J. Conradie Primêr – M.E.A. Hendricks)
- Die les wat ek waargeneem het is baie skitterend. Die leerders is entoesiasies en alhoewel aanvaarlik skamerig, het later aktief & met oorgawe deel geneem aan die aktiwiteite. (F.J. Conradie Primêr – Mnr Fortuin)
- Baie goeie boekie en uiteensetting. Fasiliteerder het goeie idees/hulp gegee oor aanbiedinge in die toekoms. (N.G.K. Oefen Primêr – Mnr G.D. McNeil)
- Edupeg is 'n goeie bron, mits jy dit reggebruik. Dankie vir die geduld en ondersteuning [raad] hoe om te verbeter. Ek waardeer dit. (D.R.C. Practicing Primary – Me. George)
- Het die besoek baie leersaam en aangenaam gevind. Wenke ontvang om beter/meer apparaat te kan benut. (D.R.C. Practicing Primary – Ms. E. Hendricks)
- Dankie dat u my kon wys waar ek tekort gekom het. Ek is baie wyser na die hulp. (D.R.C. Practicing Primary – Ms. Soldaat)
- Dit sal as 'n goeie hulpmiddel vir sterker en swakker leerders bied. Dit sal meer toegepas word in klaskamer nou dat ek weet hoe dit gebruik word. (D.R.C. Practicing Primary – Mej. L. Swanepoel)
- Die Edupeg hulpbronne is 'n goeie aanvulling tot die Wiskunste komponent en help om baie vaardighede van verseie vlakke aan te wakker. Leerders is baie entoesiasies deur die gebruik van die hulpbronnemateriaal. (N.G.K. Oefen Primêr – Mnr J. Mills)
- Fasiliteerders is baie opgewonde en positief. Vra dat ons nie hul hulp moet sien as inmenging nie. Help leerders. Is behulpsaam met raad/intervensie. Gee hulp aan my vir volgende keer. (Bonne Esperance Primêr – Mej. L. Damonds)

PRINCIPAL COMMENTS

- Uitrusting word geberg volgens die vergeskrewe veskrifte. Uitrusting word nie maksimaal benut nie. Ruimte vir verbetering. (F.J. Conradie Primêr – Abe de Bruin)
- Dames is baie behulpsaam. Personeel word taktvol behandel. (Bonne Esperance Primêr – R.E. Paulse)
- We enjoyed having you, Shirley and Ingrid. Thank you for your advice. (Sibabalwe Primary – N.E. Dopolo)
- Thank you very much for the visits to our school because we find the Edupeg books very useful and learner friendly in all Learning Areas. (Iris Qwela Primary – Mr. Macata)
- Die dames het ons skool besoek. Net een klas sou aanvanklik besoek word. Dit het egter nie gebeur a.g.v. sekere faktore. Ingrid het egter 'n gesprek met Mev. Schroeder gehad. Ek sal die hele saak met die SBS bespreek en terugvoering gee. (Riverview Primêr – J.L. Titus)
- Baie, baie dankie vir die positiewe insae wat u gelewer het – ook vir die ondersteuning – baie baie dankie. Ek het reeds positiewe terugvoering ontvang. (Orchard Primêr – A. Marais)

TRAINER: INGRID VAN DER SPUY
FOUNDATION PHASE
LEARNING SUPPORT WORKSHOP - WINELANDS EMDC
DATE: 17 MARCH 2009

The workshop at the EMDC in Worcester, was attended by approximately 100 Learning Support educators and 8 Learning Support advisors, one of whom was Lameez Karriem, who had contacted Edupeg and asked if we would do one of the presentations during a full day workshop, for the Learning Support educators of the schools in the areas which fall under the Winelands EMDC.

The hour-long Edupeg workshop took the form of a power point presentation, which was paused regularly, at appropriate times, to explain different applications of the activities in the programme that corresponded with the slides being shown at the time. Each group of eight educators was gathered around a table and had a set of the 22 Edupeg books to which they were referred when certain activities were discussed.

They were shown how the pegboard works and the pitfalls around its mal-use were pointed out. The use of the pictures was discussed and the idea of enlarging these into posters was pointed out. The preferred method of using the activities in the books for written work or teaching opportunities together with concrete apparatus received a fair amount of attention. The methods of recording to ensure Numeracy or Literacy value were discussed. The ideas of implementing the perceptual activities with counters or even a white board marker on the protective plastic sleeves, when the learners were not yet able to use the pegboards, or the educator wanted to assess the task at a later stage, were shared.

On culmination of the presentation, we had a short question and feedback time. A number of the educators gave enthusiastic feedback, as they were already making use of the programme and were very excited at the idea of having their own material to work with, as they often had difficulty accessing the books in the schools that were in possession of the resource. For many of the educators this was an initial introduction to Edupeg, as they are at schools, which do not possess the programme and some of them expressed enthusiasm and are looking forward to receiving the material.

This was quite a diverse group of educators, some of whom we have previously encountered in the schools, and are of a vast variety of capacity levels. Some of these educators have been seen in positions as class teachers and were unable to make constructive use of Edupeg, yet they have now been appointed as Learning Support educators. Hopefully Lameez will give these educators support, or otherwise another workshop could be arranged for those who feel they need additional assistance. Perhaps all these educators will not show an interest in being provided with the resource but, as I understood, it will be compulsory to implement it, as part of the improvement of the Lit/Num results in these schools.

Lameez was more than willing to get the educators to complete a short quarterly report on their Edupeg use and requested that we prepare a standard form that the educators had to complete and submit to her and which she would collate and forward to us each term. We will need to contact her to arrange for the number of sets required in each language and the delivery of the material to the Winelands EMDC. It appears as if some of the educators work in schools where both English and Afrikaans children are taught and therefore will require sets in both languages. She has assured me that she would expect each educator to sign for the material received and this will be strictly controlled.



**THE SACTWU
EDUPEG PROJECT**

**1st QUARTER COSTS
2009**

WESTERN CAPE



WESTERN CAPE**SACTWU; VUKANI GAMING CORPORATION (PTY) LTD; THE HCI FOUNDATION****ROBERTSON****22 SCHOOLS****FIRST QUARTER 2009****OBSERVATION LESSONS**

LINE ITEM	AMOUNT	COMMENTS
1 MATERIALS & TRANSPORT COSTS		
a. Materials Resourcing -Top ups	R 0.00	previously invoiced
Vergesig Primary School	R 60.00	SCH00793
Lucerne Creche	R 1,928.50	SCH00794
H. Venter Primary School	R 62.50	SCH00795
Ashton Public School	R 3,000.00	SCH00796
H. Venter Primary School	R 80.00	SCH00797
Hoopsrivier Primary School	R 132.50	SCH00798
Klaasvoogds Primary School	R 12.50	SCH00799
McGregor Primary School	R 780.00	SCH00800
Uitnood Primary School	R 152.50	SCH00801
Riverside Primary School	R 104.00	SCH00804
Le Chasseur Primary School	R 1,400.00	SCH00805
Huguenoot Primary School	R 92.50	SCH00806
Willem Buchholz Primary School	R 492.50	SCH00807
Retreat Primary School	R 108.50	SCH00808
Wansbek Primary School	R 12.50	SCH00809
Rabie Primary School	R 989.50	SCH00810
Subtotal	R 9,408.00	
b. Transport		
ALL HAND DELIVERED	R 0.00	
Subtotal	R 0.00	
c. Packaging		
boxes, tape, lables	R 100.00	Cost per school R10.00 x 10 schools
	R 120.00	Cost per school R20.00 x 6 schools
Subtotal	R 220.00	
TOTAL COST OF SECTION 1	R 9,628.00	Top up materials x 16 schools
2 TRAINING COSTS		
a. Administration & Management		
Documentation,Phone calls,Faxes	R 220.00	Cost per school R10.00
Subtotal	R 220.00	
b. 02-05.02.09 WEEK 1		
Trainer Costs		
Trainer Fees & Reports	R 7,125.00	2 Trainers
Subtotal	R 7,125.00	
Travel & Accommodation		
Road Travel	R 3,093.40	Car hire + petrol
Meals & Accommodation & Cellphone	R 2,456.71	2 Trainers
Subtotal	R 5,550.11	
Total Cost: Week 1	R 12,675.11	
c. 09-12.02.09 WEEK 2		
Trainer Costs		
Trainer Fees & Reports	R 7,125.00	2 Trainers
Subtotal	R 7,125.00	
Travel & Accommodation		
Road Travel	R 2,538.97	Car hire + petrol
Meals & Accommodation & Cellphone	R 2,205.75	2 Trainers
Subtotal	R 4,744.72	
Total Cost: Week 2	R 11,869.72	
d. 16-19.02.09 WEEK 3		
Trainer Fees & Reports	R 7,125.00	2 Trainers
Subtotal	R 7,125.00	
Travel & Accommodation		
Road Travel	R 2,137.16	Car hire + petrol
Meals & Accommodation & Cellphone	R 2,222.00	2 Trainers
Subtotal	R 4,359.16	
Total Cost: Week 3	R 11,484.16	
TOTAL COST OF SECTION 2	R 36,248.99	
22 SCHOOLS		
Materials & Transport	R 9,628.00	
Training Costs	R 36,248.99	
TOTAL COST OF IMPLEMENTATION	R 45,876.99	

WESTERN CAPE

SACTWU; VUKANI GAMING CORPORATION (PTY) LTD; THE HCI FOUNDATION
CERES & TULBAGH
FIRST QUARTER 2009

3 SCHOOLS
OBSERVATION LESSONS

LINE ITEM	AMOUNT	COMMENTS
1 MATERIALS & TRANSPORT COSTS		
a. Materials Resourcing -Top ups	R 0.00	previously invoiced
Morrisdale Primary School	R 2,977.50	SCH00793
Drostdy Primary School	R 40.00	SCH00794
Subtotal	R 3,017.50	
b. Transport		
ALL HAND DELIVERED	R 0.00	
Subtotal	R 0.00	
c. Packaging		
boxes, tape, lables	R 10.00	Cost per school R10.00 x 1 schools
	R 20.00	Cost per school R20.00 x 1 schools
Subtotal	R 30.00	
TOTAL COST OF SECTION 1	R 3,047.50	Top up materials x 2 schools
2 TRAINING COSTS		
a. Administration & Management		
Documentation,Phone calls,Faxes	R 30.00	Cost per school R10.00
Subtotal	R 30.00	
b. Trainer Costs		
Trainer Fees & Reports	R 4,275.00	2 Trainers
Subtotal	R 4,275.00	
c. Travel & Accommodation		
Road Travel	R 1,174.38	Car hire + petrol
Meals & Accommodation & Cellphone	R 1,150.36	2 Trainers
Subtotal	R 2,324.74	
TOTAL COST OF SECTION 2	R 6,629.74	
3 SCHOOLS		
Materials & Transport	R 3,047.50	
Training Costs	R 6,629.74	
TOTAL COST OF IMPLEMENTATION	R 9,677.24	

WESTERN CAPE

**SACTWU; VUKANI GAMING CORPORATION (PTY) LTD; THE HCI FOUNDATION
VRYGROND-CAPRICORN PRIMARY 1 SCHOOL
FIRST QUARTER 2009 OBSERVATION LESSONS**

LINE ITEM	AMOUNT	COMMENTS
1 MATERIALS & TRANSPORT COSTS		
a. Materials Resourcing -Top ups	R 0.00	previously invoiced
Subtotal	R 0.00	
b. Transport		
	R 0.00	
Subtotal	R 0.00	
c. Packaging		
boxes, tape, lables	R 0.00	Cost per school R10.00 x 1 school
Subtotal	R 0.00	
TOTAL COST OF SECTION 1	R 0.00	
2 TRAINING COSTS		
a. Administration & Management		
Documentation,Phone calls,Faxes	R 10.00	Cost per school R10.00
Subtotal	R 10.00	
b. Trainer Costs		
Trainer Fees & Reports	R 2,100.00	1 Trainer
Subtotal	R 2,100.00	
c. Travel & Accommodation		
Road Travel	R 357.00	Car hire + petrol
Cellphone	R 35.00	1 Trainer
Subtotal	R 392.00	
TOTAL COST OF SECTION 2	R 2,502.00	
1 SCHOOL		
Materials & Transport	R 0.00	
Training Costs	R 2,502.00	
TOTAL COST OF IMPLEMENTATION	R 2,502.00	

WESTERN CAPE

SACTWU; VUKANI GAMING CORPORATION (PTY) LTD; THE HCI FOUNDATION
IKHAYA TRUST
FIRST QUARTER 2009

1 SCHOOL
OBSERVATION LESSONS

LINE ITEM	AMOUNT	COMMENTS
1 MATERIALS & TRANSPORT COSTS		
a. Materials Resourcing -Top ups	R 0.00	previously invoiced
Subtotal	R 0.00	
b. Transport		
	R 0.00	
Subtotal	R 0.00	
c. Packaging		
boxes, tape, lables	R 0.00	Cost per school R10.00
Subtotal	R 0.00	
TOTAL COST OF SECTION 1	R 0.00	
2 TRAINING COSTS		
a. Administration & Management		
Documentation,Phone calls,Faxes	R 10.00	Cost per school R10.00
Subtotal	R 10.00	
b. Trainer Costs		
Trainer Fees & Reports	R 1,087.50	1 Trainer
Subtotal	R 1,087.50	
c. Travel & Accommodation		
Road Travel	R 460.00	Car hire
Cellphone	R 15.00	1 Trainer
Subtotal	R 475.00	
TOTAL COST OF SECTION 2	R 1,572.50	

1 SCHOOL		
Materials & Transport	R 0.00	
Training Costs	R 1,572.50	
TOTAL COST OF IMPLEMENTATION	R 1,572.50	

WESTERN CAPE

SACTWU; VUKANI GAMING CORPORATION (PTY) LTD; THE HCI FOUNDATION
ANNA FOUNDATION
FIRST QUARTER 2009

3 AFTER-SCHOOL CLUBS
OBSERVATION LESSONS

LINE ITEM	AMOUNT	COMMENTS
1 MATERIALS & TRANSPORT COSTS		
a. Materials Resourcing -Top ups	R 0.00	previously invoiced
Subtotal	R 0.00	
b. Transport		
	R 0.00	
Subtotal	R 0.00	
c. Packaging		
boxes, tape, lables	R 0.00	Cost per school R10.00
Subtotal	R 0.00	
TOTAL COST OF SECTION 1	R 0.00	
2 TRAINING COSTS		
a. Administration & Management		
Documentation,Phone calls,Faxes	R 30.00	Cost per school R10.00
Subtotal	R 30.00	
b. Trainer Costs		
Trainer Fees & Reports	R 1,087.50	1 Trainer
Subtotal	R 1,087.50	
c. Travel & Accommodation		
Road Travel	R 460.00	Car hire
Cellphone	R 20.00	1 Trainer
Subtotal	R 480.00	
TOTAL COST OF SECTION 2	R 1,597.50	

1 SCHOOL		
Materials & Transport	R 0.00	
Training Costs	R 1,597.50	
TOTAL COST OF IMPLEMENTATION	R 1,597.50	

WESTERN CAPE

**SACTWU; VUKANI GAMING CORPORATION (PTY) LTD; THE HCI FOUNDATION
WORCESTER & DE DOORNS 9 SCHOOLS
FIRST QUARTER 2009 OBSERVATION LESSONS**

LINE ITEM	AMOUNT	COMMENTS
1 MATERIALS & TRANSPORT COSTS		
a. Materials Resourcing -Top ups	R 0.00	previously invoiced
DRC Practicing School	R 200.00	SCH00813
Sandhills Primary School	R 240.00	SCH00814
Hexvallei Secondary School	R 12.50	SCH00815
Iris Qwela Primary Schoolg	R 40.00	SCH00816
Sibabalwe Primary School	R 171.00	SCH00817
Bonne Esperance Primary School	R 80.00	SCH00818
FJ Conradie Primary School	R 200.00	SCH00819
DRC Practicing School	R 936.00	SCH00820
Subtotal	R 1,879.50	
b. Transport		
ALL HAND DELIVERED	R 0.00	
Subtotal	R 0.00	
c. Packaging		
boxes, tape, lables	R 80.00	Cost per school R10.00 x 8 schools
Subtotal	R 80.00	
TOTAL COST OF SECTION 1	R 1,959.50	Top up materials x 8 schools
2 TRAINING COSTS		
a. Administration & Management		
Documentation,Phone calls,Faxes	R 90.00	Cost per school R10.00
Subtotal	R 90.00	
b. 09-12.03.09 WEEK 1		
Trainer Costs		
Trainer Fees & Reports	R 7,125.00	2 Trainers
Subtotal	R 7,125.00	
Travel & Accommodation		
Road Travel	R 1,841.66	Car hire + petrol
Meals & Accommodation & Cellphone	R 2,670.54	2 Trainers
Subtotal	R 4,512.20	
Total Cost: Week 1	R 11,637.20	
c. 16-19.02.09 WEEK 2		
Trainer Costs		
Trainer Fees & Reports	R 7,152.00	2 Trainers
Subtotal	R 7,152.00	
Travel & Accommodation		
Road Travel	R 2,093.96	Car hire + petrol
Meals & Accommodation & Cellphone	R 2,654.88	2 Trainers
Subtotal	R 4,748.84	
Total Cost: Week 2	R 11,900.84	
TOTAL COST OF SECTION 2	R 23,628.04	
9 SCHOOLS		
Materials & Transport	R 1,959.50	
Training Costs	R 23,628.04	
TOTAL COST OF IMPLEMENTATION	R 25,587.54	

WESTERN CAPE

SACTWU; VUKANI GAMING CORPORATION (PTY) LTD; THE HCI FOUNDATION GENERAL FIRST QUARTER 2009

LINE ITEM	AMOUNT	COMMENTS
1 TRAINING COSTS		
Worcester EMDC Workshop	R 647.50	1 Trainer
	R 781.00	Travel & tolls
	R 30.00	Cellphone
TOTAL COST OF SECTION 1	R 1,458.50	

GENERAL		
Training costs	R 1,458.50	
TOTAL COST OF IMPLEMENTATION	R 1,458.50	

VUKANI GAMING/HCI FOUNDATION SPONSORSHIP - WESTERN CAPE 2009**SCHOOL BASED SUPPORT VISITS - 1ST QUARTER 2009**

Cluster	Schools	Materials & Transport	Training Costs	TOTAL
Robertson	22	R 9,628.00	R 36,248.99	R 45,876.99
Ceres & Tulbagh	3	R 3,047.50	R 6,629.74	R 9,677.24
Vrygrond	1	R 0.00	R 2,502.00	R 2,502.00
Ikhaya Trust	1	R 0.00	R 1,572.50	R 1,572.50
Anna Foundation	3	R 0.00	R 1,597.50	R 1,597.50
Worcester & De Doorns	9	R 1,959.50	R 23,628.04	R 25,587.54
General		R 0.00	R 1,458.50	R 1,458.50
		R 14,635.00	R 73,637.27	R 88,272.27

Reserved stock on hand	R 343,741.50
Stock purchased - 1st quarter	R 7,041.00
	<u>R 350,782.50</u>

Stock allocated - 1st quarter R 14,305.00

Balance of reserved stock R 336,477.50

ANNUAL SPONSORSHIP RECEIVED

Vukani Sponsorship received 2004-2008
Vukani Sponsorship received 2009

R 2,190,000.00
R 120,000.00

COST OF WORK COMPLETED

2004-2008 R 1,795,800.01
Training - 1st quarter 2009 R 88,272.27
Running costs - 1st quarter 2009 R 19,500.00
Balance of reserved stock R 336,477.50
R 2,240,049.78

Total Spent R 2,240,049.78
Balance of cash on hand R 69,950.22

TOTAL RECEIVED

R 2,310,000.00

R 2,310,000.00

VUKANI GAMING/HCI FOUNDATION SPONSORSHIP - WESTERN CAPE 2008

STOCK AS AT 31 MARCH 2009

Workbooks at R12.00 each

Grade	Language	Quantity	Books	Total workbooks	Price
R	English	900 x	2	1800	R 21,600.00
1	English	811 x	6	4866	R 58,392.00
2	English	748 x	4	2992	R 35,904.00
3	English	481 x	6	2886	R 34,632.00
4	English	454 x	4	1816	R 21,792.00
R	Big	314 x	2	628	R 7,536.00
1	Afrikaans	383 x	6	2298	R 27,576.00
2	Afrikaans	370 x	4	1480	R 17,760.00
3	Afrikaans	429 x	6	2574	R 30,888.00
4	Afrikaans	383 x	4	1532	R 18,384.00
				22872	R 274,464.00

Products

Product	Language	Quantity	Price	Total
Score Pads	Xhosa	100 x	R 6.50	R 650.00
	English	100	R 6.50	R 650.00
	Afrikaans	111 x	R 6.50	R 721.50
Resource Books	English	100 x	R 90.00	R 9,000.00
	Afrikaans	322 x	R 90.00	R 28,980.00
Height Charts		75 x	R 15.00	R 1,125.00
Reward Stickers		251 x	R 12.00	R 3,012.00
Video		3 x	R 25.00	R 75.00
Plastic Sleeves	Big	300 x	R 6.00	R 1,800.00
	Small	400 x	R 4.00	R 1,600.00
Pegboards		800 x	R 18.00	R 14,400.00
				R 62,013.50

Workbooks at R12.00 each

R 274,464.00

Products

R 62,013.50

TOTAL STOCK

R 336,477.50