



Edu-peg

THE SACTWU EDUPEG PROJECT

2nd TERM REPORTS 2009



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

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

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



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BOTSWANA



Teachers in the schools which we support, have now begun to teach lessons themselves, using Edupeg as a resource. This is a very encouraging development, as teachers are not used to including resources in their lessons. Most lessons are from the front, with the content and pace much controlled by the teacher. Repetition and chanting are usual aspects of a lesson.

Those teachers who have tried lessons have been pleasantly surprised by the results that they have gained. Jason has been able to give some "follow on" advice, of how to maximize, revise and consolidate the information gained during the lesson. At present, the lessons taught by the teachers, are also whole class teaching and Jason has been able to indicate to teachers that some children have finished quickly and easily, while others need quite a bit of support, and even with this, may not complete the exercise. He will continue to build on this growing awareness with the objective of making teachers aware of options to best stimulate and support the diverse learners in their classes.

What is also noticeable, is that many children rely on a method/ formula to solve problems without clear understanding.

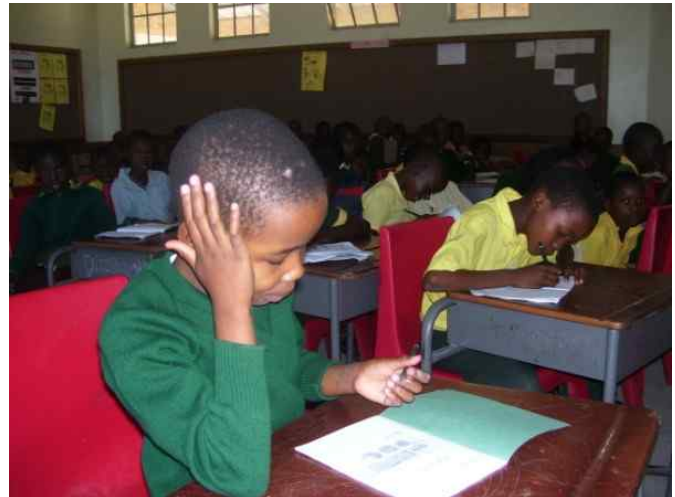
Additionally, many careless mistakes are made by learners, when writing mathematical calculations. Many teachers do not allow for adequate recorded activities, and frequently, the calculations are given little priority, with only the answer being given focus. This has resulted in children finding scraps of paper to almost secretly and shamefully "work out" the problem and then indicate just the answer (in their books). We strongly discourage this practice and strongly encourage learners to show all their written calculations. Jason has also implemented the learning of multiplication tables in many schools, as the knowledge of the children is weak. He is also able to associate these tables with our Edupeg activities and to relate these to the given curriculum.

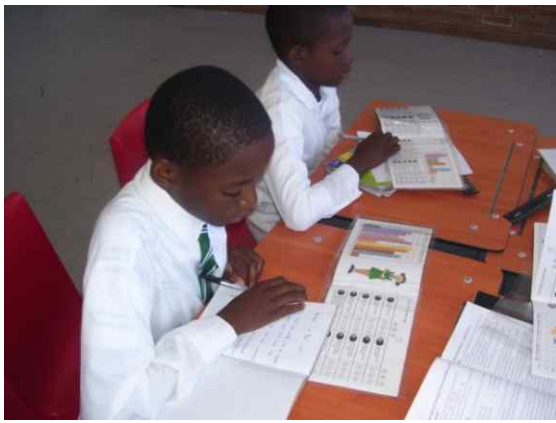
The process of transfer of teachers is still ongoing, with some classes having been without their own class teacher since January! In some schools, classes are doubled up, making impossibly large classes, and an enormous teaching burden for the educator who will have 60-70 learners to teach. It would appear that the next phase of transfer is about to commence, and I know that Jason is very sorry to have to say goodbye to Mr Manga, our upper school champion at Etsha 13 Primary School, and also our chess club co-ordinator. He will be taking up a promotion post at a new school.

Our two Street Children projects Bana Ba Letsatsi and Bana Ba Metsi, continue to benefit from Jason's visits and input. Jason extends his involvement in both of these projects above and beyond his involvement with Edupeg. He plays soccer with the children, reads them stories, assists with homework and gives remedial support to weaker students.

REGION: Botswana
DATE: 19 May - 30 June 2009

Name of school	Pupil enrolment	Teachers & Principal
Letsholathebe Primary School	939	28
Boyei Primary School	1020	33
Moremi Primary School	195	12
Botswelelo Primary School	448	16
Bana Ba Letsatse	21	2
Gxhabara Primary School	920	31
Etsha 13 Primary School	929	26
Nxamasere Primary School	522	16
Bana Ba Metse	44	2
	5038	166





Lack of set structure and routine at some schools can be very frustrating, where carefully organized plans are derailed due to a meeting/ cleaning session/ non-availability of a classroom, (some classes take turns to use the available classrooms, with some classes being taught outside). Jason takes all of the above in his stride, and he must be commended for his even temper and willingness to be flexible. Often he too will step in and teach a class himself. Jason is also very willing to assist teachers, to teach lessons where they lack the confidence or expertise to teach the subject material themselves. Often, following such lessons, teachers will thank Jason, and share that they now feel more capable and comfortable to teach the concept in the future. We should not underestimate the huge development strides that we have made, where teachers, due to the level of trust and the relationship that has been established, are willing to expose their weaknesses and lack of skills and capacity, and to seek guidance and assistance. Jason must be commended on his warmth, sincerity and non-judgemental attitude, which have ensured that teachers feel valued and confident to share their shortcomings.

I am very pleased with our chess club and the skills, strategy, concentration and games skills that are being developed. I hope to be able to buy some additional sets, so that we can donate these to the schools. This will enable chess clubs to operate on more than the days when Jason visits. (At present our chess sets travel with Jason and are used only on the days of his visits).

Sincere thanks to our donors, whose generosity allows us to fulfil our work in communities, and for their on-going encouragement and support. Thanks too to Jason for his commitment and dedication.

