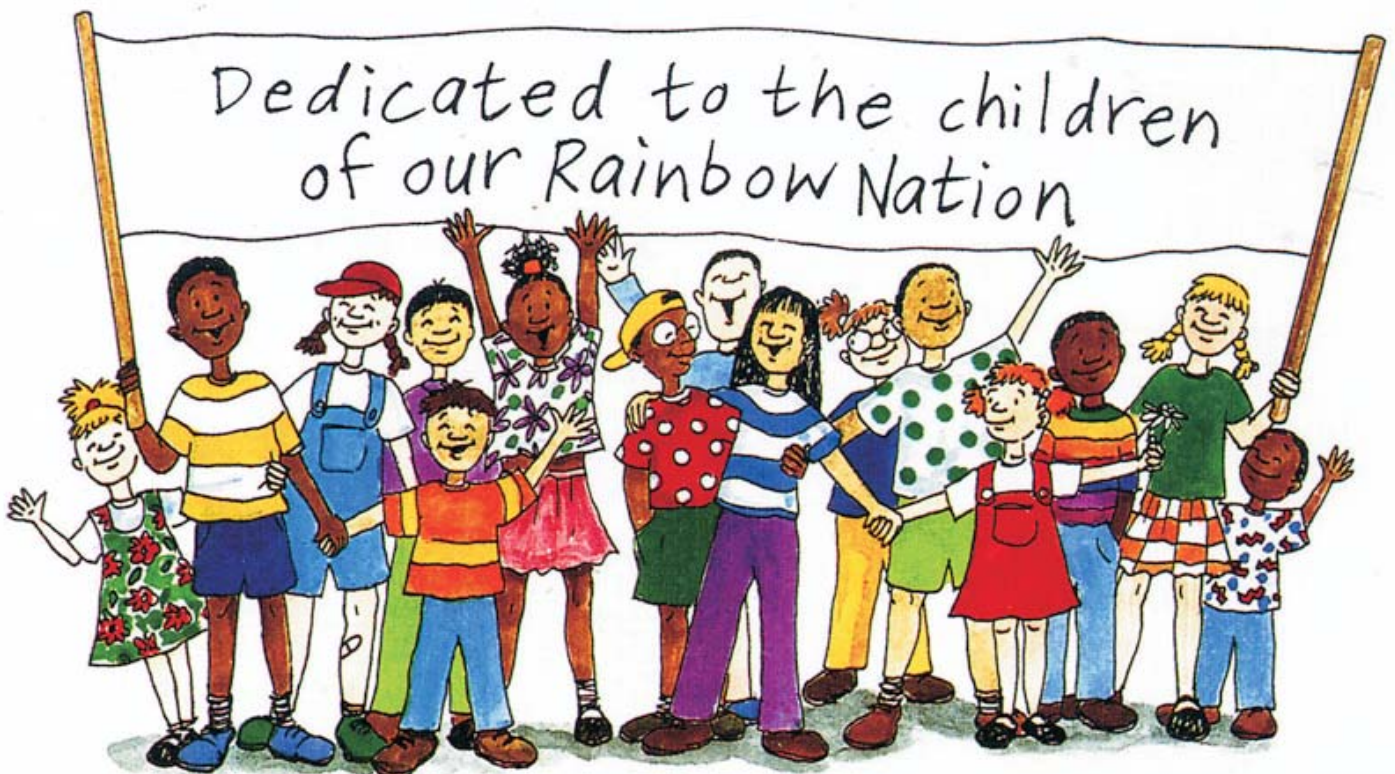




Edu-peg

THE SACTWU EDUPEG PROJECT

2nd QUARTER 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. Swerky - Project Manager & National Coordinator



**THE SACTWU
EDUPEG PROJECT**

**2nd QUARTER REPORTS
2009**

EASTERN CAPE



We have just two schools in this small cluster, situated just outside King William's Town. Our third school, the small Educare unit, was destroyed by extreme winds and rain during an unseasonal storm. I have written to both the local district office and to Bisho, to seek assistance and support for this school.

REGION: Eastern Cape - Imidange Development Trust
DATE: 29-30 April 2009

Name of school	Pupil enrolment	Teachers & Principal
Peelton Primary School	102	4
Bhaliti Junior Primary School	108	5
	210	9

I am delighted with the positive developments at both Bhaliti and Peelton Primary Schools. In both schools, the principals have become more involved in the programme and through their increased awareness of the suitability of Edupeg as a resource to enhance the levels of teaching and learning, they have promoted and encouraged Edupeg use in their schools. Both principals have also led by example, and themselves done observation lessons for our trainers.

It is very encouraging to be aware of how some teachers are really trying to adapt their teaching style and methods. In the classrooms, groups were in evidence and although these groups were not always optimally used, the educators were receptive to advice and guidance on how to improve the output level and activity of the learners (and diminish the "talk and chalk" of the educator).

Unemployment and accompanying poverty plague this semi-rural area. There is basically zero access to print media in the homes of the learners, and the educators are finding the detailed and colourful pictures in Edupeg, to be of great value in their teaching. The children have responded very positively, and enjoy and engage actively in group discussions planned around our workbooks.

The educators were very receptive to ideas and suggestions given by Vuyo and Theresa, whereby the interactive group work could commence early in the lesson, giving the learners maximum time and opportunity for active discussion and involvement in the lesson.

Lessons had been planned in all phases at both of the schools visited, and the educators were again receptive to additional ideas and suggestions made by our trainers. This is a huge step forward, and both Theresa and Vuyo need to be commended for their patience, sensitivity and their attitude when inter-acting with educators. Being 'observed' by anyone can be daunting, particularly for many of the teachers we work with, who lack confidence, self-esteem and frequently, skills and capacity. That they are willing to expose these weaknesses is testament to their willingness to want to improve their own ability and to thus positively impact on their teaching of the learners in their care.

The learners in both schools reacted very positively in all of the observed lessons, and engaged happily with the tasks set. Good development of verbal communication was reported and this is



a very encouraging sign. In both phases our trainers were able to encourage accurate and systematic reading of written work, to correlate with the set activities, to both enhance and broaden the awareness and comprehension of the concept being taught, and also to be a recorded assessment of work covered. We continue to try to promote a greater awareness in educators, about the meaning and value of assessment in their classes, and that from this assessment, follow on activities can be planned and given to students to revise and consolidate concepts taught.

We have much to achieve in this cluster, but with the principal and educators now more firmly on-board, we are poised to be able to make more rapid progress. Sincere thanks to our very generous and reliable donors, who so responsibly support our educational initiative.

Thanks too to our two dedicated and committed trainers, Vuyo and Theresa, for the crucial role that they play, and to our small administrative staff without whose help, we could not function as efficiently and effectively as we do.



IMIDANGE DEVELOPMENT TRUST
29 & 30 APRIL 2009

PRINCIPAL COMMENTS

- As a school we feel that this method is the best because our learners are lazy to think so they enjoy working with pictures.
(Mrs Fuku – Peelton Primary).
- As a Mathematics teacher in Grade 4, this programme integrates all Learning Areas so it makes the work easy. There are tasks for all Learning Areas.
(Miss P Kama – Bhaliti Primary).

TEACHER COMMENTS

- Edupeg material is a good move to this OBE approach. Learners show maximum participation. Hoping to get much support and assistance in areas of difficulty.
(Mr T Qomo – Peelton Higher Primary).
- Edupeg helps me to understand how much the pupils grasp from the lesson, and to see the different levels according to groups.
(Mrs N Rala – Peelton Primary).
- As I represented the lesson I noticed that the group method is the best because the learners are free to talk.
(Mrs Fuku – Peelton Primary).
- Edupeg is good more specifically for this Foundation Phase, but it is difficult for the learners to use the pegboards, because of their age.
(N T Zakhe – Bhaliti Junior).
- I like Edupeg. It is good for the children because they learn to work as individuals.
(Mrs Z N Ntshweza – Bhaliti Junior).
- Edupeg helps the teachers, even when they are busy with other duties like staff meetings, and admin. work. Learners are left alone, but there is always work to do. Learners work independently.
(Miss P Kama – Bhaliti Primary).
- This programme gives an opportunity to learners to share materials, ideas and to do practical work. It always engages the children and encourages them to concentrate. It's a hands on approach.
(Miss N S Nenene – Bhaliti Primary).

Working into rural and semi rural schools in the Eastern Cape presents numerous challenges. Almost all schools have no school telephone or fax, no email and more often than not, their post office boxes are closed, due to the rental not being paid. In those instances where the boxes are paid for, post is often not collected. Thus contacting schools and alerting them to our visits, is far from being straight forward.

Road access in this province is also difficult. For example, to reach Mntlabati Primary School, took almost 2 hours. Pot-holed, poorly maintained roads become quite treacherous in wet weather, as most of the roads are gravel.

Although most of the schools are fenced, vandalism is still quite prevalent in some communities, and the Public Works and Maintenance teams appear to be slow to respond to repair work. At Emabaleni Primary School the children were cold and shivering on the chilly day of our visit, as almost all of the window panes were broken, leaving the classrooms very cold. In some schools e.g. Nonyameko Primary School animals from the community enter the school ground, which is filthy with their droppings.

Whole schools become entirely disrupted due to a choir or music festival, with early closure/ non-teaching being common.

During this round of visits, many principals were not present at school, with a variety of reasons given for this. Funerals, memorial services and preparations for memorial services, all take valuable teaching and learning opportunities away from the children.

Vuyo and Theresa must be commended for their patience and perseverance and their willingness to be flexible and accommodating. Frequently they are called upon to do demonstration lessons for a new teacher, as no internal professional development takes place in these schools and thus no sharing of what resources, systems etc exist in schools. There is also little evidence of teamwork, something which both Vuyo and Theresa encourage and advocate. In some schools we are beginning to see the use of some concrete equipment, particularly in the Foundation Phase. This is proving to be very beneficial to the learning and understanding of basic concepts and is strongly encouraged. Theresa always demonstrates, using concrete equipment.

We have seen some very pleasing lessons, where differentiated activities have been prepared for different groups. Some educators are beginning to grasp the concept of grouping but ability groups are not yet widely used, or catered for. In fact, in some multi-grade classes, all of the children are still taught the same Maths at the same time, at the same pace and set the same activities. What has also been very obvious during these visits, is the lack of confidence and self esteem of the educators. Vuyo and Theresa have worked sensitively with

REGION: Eastern Cape - Zwelivuziwe Development Trust: Cluster 1
DATE: 4 May - 5 June 2009

Name of school	Pupil enrolment	Teachers & Principal
Nxamkwana Primary School	120	8
Mntlabati Primary School	161	8
Nobunto Combined School	276	8
Zukile Primary School	180	8
Kuhle Primary School	409	12
Tshabo Primary School	154	8
Zamulwazi Primary School	160	4
Hokwana Higher Primary School	122	8
Zamukukhanya Primary School	742	18
Vulingqondo L/H Primary School	387	11
	2711	93

REGION: Eastern Cape - Zibula Development Trust

DATE: 4 May - 5 June 2009

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

REGION: Eastern Cape: Zwelivuziwe Development Trust: Cluster 2

DATE: 4 May - 5 June 2009

Name of school	Pupil enrolment	Teachers & Principal
Gugulethu Primary School	311	12
Nonkunda Primary School	151	5
Emncotsho Primary School	190	8
Mbolompeni Primary School	27	4
Ngonqweni Primary School	176	12
Luxomo Primary School	33	1
	888	42





teachers, building up their skills and capacity, giving appropriate praise and encouragement, with most pleasing results.

Educators have appreciated the lesson feedback sessions and included written documentation and some IQMS teams have joined our trainers in observed lessons.

The pupils in the schools are drawn from the local communities, where unemployment is high. Fortunately the Eastern Cape School Feeding Programme appears to be better run this year and without the previous corruption, it would appear that children are more regularly receiving a nutritious meal at school. Learners are generally neatly dressed in school uniform, and they are always polite and very keen and willing to learn. They always tackle the task set with enthusiasm, and do their best to please.



Both trainers have put much focus on ability grouping and the setting of tasks commensurate with the developmental level of the learners. Teachers are all aware that their learners are of vastly differing abilities, but usually no provision is made for this in the tasks set. Some dedicated educators, who are keen to improve their own skills and capacity and to improve their teaching methods, have been delighted with the results that they observe when their learners are busy with Edupep activities that challenge and extend them appropriately. Teachers are also realising that when pupils are busy at their desks, working with increased independence because they grasp and understand their set task, that they, as teachers can move around the classroom, observing and assessing how the children are coping. Being able to immediately observe which children are coping, and which aren't, has been "eye opening" for many educators. Some teachers have also immediately grasped that with the knowledge gained during this assessment, they can immediately support and remediate the learner.



Progress is extremely slow, but I feel much encouraged by the positive feedback from principals and educators, the majority of whom greatly appreciate the support and guidance given. We are truly fortunate to have the services of both Vuyo and Theresa, who are able to work with initiative, dealing with issues as they arise, yet remaining composed, professional and supportive.



Tia, Les and Sue are invaluable, with regard to the many administrative tasks that are involved in the planning of each training session. We thank our generous donors for their reliable funding which makes possible our community outreach work into primary schools in the Eastern Cape.

ZWELIVUZIWE & ZIBULA DEVELOPMENT TRUSTS

4 MAY – 18 JUNE 2009

PRINCIPAL COMMENTS

- It is a great pleasure to have this programme in our school. All the educators are using these books and their pegboards.
(Mr M B Sidamba – Nobunto Primary)
- The programme develops and empowers us. The approach is understandable and enjoyable to the learners. (Mrs E T Skefile – Kuhle Primary)
- All educators enjoy these resources. These resources are manageable and reasonable to the learners and to the educators.
(Mfaniso N N E – Tshabo Primary)
- It seems that every educator is willing to use the Edupeg material. They also allow that this project assists educators to achieve their objectives and Assessment Standards effectively.
(P F Mazomba - Zamulwazi Junior Primary)
- Due to timeous visits from Edupeg we are becoming more confident about using the books and pegboards. Discussions after each lesson help teachers. They are able to voice their problems and get solutions from facilitators. The programme is good.
(T C Madikane – Hokwane Primary)
- This programme helps educators to assess learners' progress in difficult Learning Areas. It serves as one of the assessment tools.
(L Tyokolo HOD – Embaleni Primary)
- We still require more information about how to use these pegboards and books, even in our learners books e.g. how they can write the work.
(Mr M Gwadzi – Nxamkwana Primary)
- The programme is fruitful, but we are only two educators in Intermediate and Senior Phase and this is demanding. We don't have enough time for the programme. We are in need of it.
(P T Magengelele – Mntlabati Primary)
- We shall be grateful if we can be provided with cupboards to keep our books and/or be provided with shelves, because we do not have space to keep the books for the programme.
(P T Magengelele – Mntlabati Primary)
- The visit was very helpful for the empowerment of educators and for the learners, to see and experience other educators. The school has many challenges, for example classrooms without ceiling and improvement of the school terrain.
(B.E. Mlungwana – Nobuntu Senior Primary School)
- A very interesting project! Sometimes it becomes difficult for us to use the material because of our tight schedule. By this I mean much time is needed, as there is much paper work, not only Edupeg. Learners really enjoy using the material.
(Mr. Mngqebisa – Dongwe Primary School)
- The learners are able to circulate and interpret pictures in this programme.
(Mr. Siyongama – Thanduxolo Primary School)

- It is a great pleasure to acknowledge and to report to Edupeg's office that the whole school has improved in all activities due to the use of this programme, as it integrates with all Learning Areas and helps to develop learners' thinking skills.
(Principal – Nonkundla Primary School)
- The educators of the above mentioned school are working on the programme and they will appreciate to get workshops to get more information.
(Mrs. T.Y. Ndinisa – Nokwanda Primary School)
- The school has benefited so much from this programme. We so wish that it must continue. Teachers and pupils enjoy the material.
(B. Gulwa – Luxomo Primary School)
- Edupeg officials visited the school to watch teachers teaching a lesson. The educators of the school are interested in these visits as they are part of professional development.
(Mr. M.F. Bacela – Nqonqweni Primary School)
- Because our school is in an underprivileged area, the programme saves us lots of money because we do not have to buy teaching aids. Learners enjoy working with Edupeg books that are attractive and stimulating.
(Principal – Mbolompeni Junior Primary School)
- This programme is of great help because lessons are learner-centred, not teacher-centred. I wish the visits to continue and more learning materials to be introduced.
(Mr. M.G. Gosa – Emncotsho Primary School)
- The programme is so interesting and challenging. There are some problems here and there but through the support of the Edupeg team, it seems easy for us. Thanks! Keep up helping the black child.
(Mrs. Mbeve – Gugulethu Primary School)
- Well planned and prepared presentation by the facilitators.
(P.A. Yam – Ndakana Primary School)
- The Edupeg programme is very much important to learning and teaching. Previously we used to have workshops and constructive assistance, but we didn't have that for some period and we are hoping that will continue in future.
(Miss N. Tobi – Masiphumle Primary School)
- Edupeg is a good resource for consolidation of work in all Learning Areas. Some educators find it difficult to integrate with other Learning Areas.
(Mr. S.L. Sinuka – Nonyameko Primary School)
- Our learners enjoy using Edupeg books and tools because although they learn, they also sort of play with the tools.
(S.V. Lubisi –Zamukukanye Primary School)

TEACHER COMMENTS

- I like Edupeg because it is easy to use and the learners enjoy this programme. Edupeg develops the learners' minds and develops their curiosity.
(N V Gqokoma – Nxamkwana Primary)
- It was an honour for Edupeg facilitators to come and visit because they explained to us clearly that the Edupeg Books can be used for any phase e.g. Book 14 for LO. It was a wake up and I thank you.

(M N Tsetsana – Nxamkwana Primary)

- It is interesting to have Edupeg as you use it on a daily basis. I also learnt that other Learning Areas are also catered for. The pictures are good when teaching the learners. Thumbs up.

(Mr B Boozi – Nxamkwana Primary)

- I was pleased to receive new information that we can use the books to write exercises in the learners' exercise books, without using the pegboard. We also heard that we can use the pegboard to reconcile the written work.

(Mr M Gwadzi – Nxamkwana Primary)

- It's a good programme on its own, but sometimes it is difficult to use in school with not enough learning aids. So we need whatever you can donate for our Maths learners.

(M G Mpafo – Mntlabati Primary)

- Edupeg is enjoyable and the children enjoy the programme a lot, but we would be glad if you can assist us in Grade R by giving us a mat and colourful things for an activity corner.

(F Mapukala – Mntlabati Primary)

- This programme is helping us a lot to elevate the standard of education. The children also enjoy the programme.

(Mr T Nqumashe – Mntlabati Primary)

- The facilitator helped me to use the programme and choose my activities in a superb manner. The learners enjoyed the activities and they worked excellently, especially when using the pegboards.

- (L M Tshakatshoi – Nobutho Combined Primary)

- Edupeg books are more interesting to learners as they are colourful and make learning easy, and they are related to their learning programmes, they just fit in, in all of them.

(L Nofumba – Nobutho Combined Primary)

- This programme makes our teaching and learning easier, because we get different lessons from these Edupeg books. Thanks for this programme.

(Mrs A N Simaya – Nobutho Primary)

- This programme is very good as it involves learners all of the time. They are motivated. They work according to their own pace. It makes the teaching and learning easy even for the educators.

(Mr M E Rebe – Nobutho Primary)

- Thank you for your assistance to help me use Edupeg and to choose activities so that the learners catch on quickly.

(Mrs N Lenga – Zukile Primary)

- Edupeg is a life-changing programme. It has got activities that are interesting to the learners and the teacher. We are looking forward to using Edupeg. It has unique lessons.

(Miss E Sana – Zukile Primary)

- The children are really enjoying this programme. This programme has a positive impact on education. I can say it's very good when doing integration.

(Mr B Peni – Zukile Primary)

- Edupeg is a good resource, which helped me while I was presenting a lesson. The learners enjoyed the lesson. Keep on doing the good work.

- (Miss Mgini – Kuhle Primary)

- I have gained a lot from Edupeg. It is a good resource because our facilitator helped us with the lesson plan and the learners were so interested.

- (Miss Mali – Kuhle Primary)
- The visit helps us to improve our teaching. The books from Edupeg are good resources because they help us to show our learners. Edupeg serves as a multi-purpose aid, - you can easily change it to another Learning Area.
(Miss M Ruda – Kuhle Primary)
 - The Edupeg facilitator was helpful to me because she supported me. She was meaningful to the class as she helped me to use Edupeg Book 12, where this page integrated with my lesson-plan. The facilitator’s method was excellent.
(Mr H M Xhosana – Kuhle Primary)
 - The programme is good and the learners enjoy it. The resources are also useful. The colourful different pictures inside capture the learners’ interest. It is excellent.
(G Basela – Kuhle Primary)
 - I presented the lesson well. The groups co-operated well although there was one group which couldn’t understand the instructions. I appreciated the supervision of the facilitator.
(Portia Mpenge – Kuhle Primary)
 - The use of the Edupeg material makes the work a bit easier. Its very resourceful. It replaces the magazines that are hard to get from the kids.
(Mr M N Toli – Kuhle Primary)
 - According to learning and teaching, the teacher sees that the learners don’t know the difference between “Izibizo nesinzi”.
(Miss Petshwa – Kuhle Primary)
 - The educator goes around to check if the groups understand what they need to do. She discovers that some do not understand. Through assessment she identifies this.
(Mrs Skefile – Kuhle Primary)
 - Edupeg books are very good resources. Pupils enjoy the Edupeg books. They are understandable, with bright pictures – because some of our educators can’t draw clearly.
(Miss C X Faleni – Tshabo Primary)
 - I think Edupeg is very good, especially for the young ones. Every exercise here in these books is very interesting, even the pegboards are interesting for the learners.
(Mrs Manyisane – Tshabo Primary)
 - Edupeg creates enjoyment, especially when using a pegboard. Edupeg books may also give guidance to learners.
(Mr X E Williams – Tshabo Primary)
 - The Edupeg programme is interesting and challenging. By using Edupeg books, educators can entertain any learners through use of the Edupeg pictures.
(Mrs R S Williams – Tshabo Primary)
 - This programme is very good for me, and my pupils. It assists them to think carefully. Please keep up with it.
(P W Dloboyi – Tshabo Primary)
 - This is a very interesting programme that can be used in all Learning Areas. The child can develop knowledge, skills and attitude. The teacher can also use his/her creativeness to use the resources.
(Mrs N R Jim – Zamulwazi Primary)

- I thank you for the explanation about Edupeg. It's so interesting and from now onwards I will successfully use all the resources from Edupeg.
(Bella Yoyo – Zamulwazi Primary)
- Edupeg is interesting. One can use different books with a certain concept. It needs the teacher to check and integrate the books when preparing a lesson. Learners will benefit a lot from these books when used for different Learning Areas.
(Miss T C Madikane – Hokwana Primary)
- Learners enjoy and like to use the pegboards. Edupeg helps the learners to gain more information. They learn with enjoyment.
(Miss Thomas – Zamulwazi Primary)
- I would like to say thank you very much for your support. This project is assisting especially those learners who didn't like Maths. When they see the "machines" their interest is aroused.
(Ms N E Sawuti – Zamulwazi Primary)
- The programme is very interesting. The learners are very excited about using the pegboards. This makes Mathematics very interesting. I also use Edupeg in other Learning Areas.
(Mrs Z Rwexana – Hokwana Primary)
- This programme is very useful in our classrooms. It makes our lessons more interesting and makes learners respond more, in our lessons.
(Mr M Dlelaphantsi – Hokwana Primary).
- In the area of Mathematics, I feel that it is of help in that pictures are of help, as the learners are able to use these effectively.
(M Magoxo – Emabaleni Primary).
- Edupeg is a wonderful instrument to loosen children's minds after a new lesson. It helps them to match the lesson they have learnt and thus broaden their knowledge.
(K S Moyake – Emabaleni Primary)
- This programme is good because it helps the learners to develop positive self esteem that encourages them to attempt more challenging activities.
(L Thokolo – Emabaleni Primary)
- Edupeg helps learners to think fast. Since it is a form of a game, learners grasped it fast and easily.
(P G Takavula – Emabaleni Primary)
- Topics are relevant to almost all the Learning Areas. Pictures also help in language in terms of interpretation of pictures and ideas for creative writing and independent and group work is encouraged.
(N E Ntantiso – Emabaleni Primary)
- I think that Edupeg is a very good resource to check how the learners understood the lesson, and I wish Edupeg can frequently visit our school so we can get used to it.
(Miss Vanda – Zamukukhanya Primary School)
- Edupeg is very much helpful as it has many pictures. It is a helpful resource in most Learning Areas. The books are interesting to the pupils as they are able to touch them.
(Mrs. Mapoma – Zamukukhanya Primary School)
- Edupeg enables us to use integration and be able to use the resources in other Learning Areas from Technology to EMS. The pictures are especially so interesting.

- (Mrs. Ntamo – Zamukukhanya Primary School)

 - I am very much interested to teach a lesson incorporating Edupeg, because our kids learn to be “hands-on” and physically involved in a lesson.
- (Miss Xotyeni – Zamukukhanya Primary School)

This programme is good. Learners like it. It helps a lot when I am busy with office work. It excels with maths.
- (Mr. Saleni – Zamukukhanya Primary School)

 - Edupeg helps learners a lot, because it makes them to be hands-on. It is learner-centred. It helps learners with listening skills. They enjoy it because they work while playing.
- (Miss Ngangelizwe – Zamukukhanya Primary School)

 - The Edupeg programme is superb. It is enjoyed by learners. We wish you to give us more different resources, if you can.
- (Mrs Mvambo – Zamukukhanya Primary School)

 - The Edupeg kit helps me a lot, especially in Mathematics, as it is one of my Learning Areas. In other Learning Areas I use the Edupeg kit to support what I am doing, with its pictures.
- (Miss N. Banzi – Zamukukhanya Primary School)

 - Edupeg bridges the gap of not having enough resources. Mostly I’m glad that one can now use any book because we have previously been confined to looking at the required phase suggestions.
- (Mrs. Gqeqe – Zamukukhanya Primary School)

 - I learned a lot today from Edupeg. I did not know that it is important to use these Edupeg books during your lesson, so I discovered that it is important. This programme was so interesting and I appreciated it very much.
- (Miss Mtongana – Zamukukhanya Primary School)

 - It helps a lot, though I struggle sometimes when dealing with other sections of NS. Even now I force the integration. I am not happy with my performance. I need assistance when dealing with the Physics and Chemistry part.
- (Mrs. N.B. Zweli – Zamukukhanya Primary School)

 - The Edupeg programme and activities are fabulous. I love it because it encourages the learners to use their minds and think. The learners were very excited. They love it!
- (Miss T.M. Guthu – Zamukukhanya Primary School)

 - Edupeg is very useful to learners. Learners can make comparison and learn about sequencing through using the books and pegboards.
- (Miss N.P. Cola – Zamukukhanya Primary School)

 - Edupeg is very useful and interesting. Learners enjoy it very much. It has colourful and bright pictures.
- (Miss Wababa – Zamukukhanya Primary School)

 - Edupeg is an interesting project. Learners enjoy it, especially when using it with Maths. Learners are playing while learning. I am confident when I am using Edupeg. It is easy to find learners who do not understand the lesson when they are using Edupeg books. I enjoy it myself. Thank you, Edupeg.
- (Miss Mheshe – Vulinquondo Primary School)

 - In my experience I think this project is useful to me and my learners because it helps them to think fast and work quickly.
- (Miss Richard – Vulinquondo Primary School)

- The Edupeg programme is an exciting programme that makes learners think creatively. It is a very interesting programme that interacts with other Learning Areas. It is loved by the educators.
(W.J. Bata – Vulinquondo Primary School)
- Helpful in many respects. Pictures together with thought provoking questions, bear thought provoking responses from the learners.
(Mr. S.S. Dingiswayo – Vulinquondo Primary School)
- I learned a lot from Edupeg, including that group work must be done. You must also use different books, not stick to one book. We must plan according to the level of the learners.
(Miss C.V. James – Vulinquondo Primary School)
- We did not know that we can use many of the Edupeg books, not sticking to one book. Also group work is very important. Do not guide learners when using a picture. Let them express themselves.
(Mr. L.A. Goba – Vulinquondo Primary School)
- This programme is quite helpful due to the fact that I managed to identify the different kinds of birds. Some can fly and others can't fly.
(Mr. M.Z. Skosana – Nonyameko Primary School)
- Edupeg resources assist us a lot. It develops critical thinking for learners and keeps them busy all the time.
(Miss N. Mate – Nonyameko Primary School)
- I think that Edupeg helps learners to increase their knowledge, to work independently and become confident in what they do.
(Mrs S.E. Kave – Nonyameko Primary School)
- I am pleased with the use of Edupeg resources. I feel the visit of Edupeg is not enough, therefore I suggest the visit to be in January and thereafter at the end of the quarter. We also need help in lesson plan designing.
(Mrs M. Luzipo – Nonyameko Primary School)
- Using the pegboards when teaching is more helpful to my learners and also the books are useful in other Learning Areas.
(Mrs T.S. Kutsu – Nonyameko Primary School)
- I think it would be good if Edupeg can make visits to our school in each section so that we are always updated. Otherside, pupils enjoy the activities.
(M.C. Nkonki – Masiphumle Primary School)
- I find Edupeg very appetizing. It is just a matter of time. Our job needs much attention to a lot of paper work.
(V. Wellem – Masiphumle Primary School)
- As I am new to this programme, I think it is worthwhile as it integrates with all Learning Areas.
(N.L. Mbanguta – Masiphumle Primary School)
- We do have revision which is good. The team must visit us at least twice a year, not once in two years. I have a lot of revision to be done.
(B. Myoli – Masiphumle Primary School)
- Today I received revision on how to use Edupeg as a resource and how to integrate it in our daily planning. I think this will help me and my learners.
(T.E. Kaliman – Masiphumle Primary School)
- To be helped with lesson planning and ways how to present the lesson using Edupeg books would help me. Edupeg is nice and good.
(W.W. Haya – Ndakana Primary School)
- Improvement on lesson planning and shortage of resources.

- (T.E. Silayi – Ndakana Primary School)
- The learners develop new vocabulary. I need more equipment and help with lessons plans. I would also appreciate another workshop.
(Kholiswa Bishop – Ndakana Primary School)
 - Edupeg is excellent. It helps me a lot because it covers all Learning Areas, whereas it is not easy for most of us to use it in other Learning Areas like N.S. Tech. Please come and workshop us!
(Miss Mlanga – Gugulethu Primary School)
 - We are trying to use this programme. It is fine because it fits with the curriculum and there are many activities.
(Miss P.G. Ndzena – Gugulethu Primary School)
 - We would love Theresa Jumo to come again. She showed us how to handle the Edupeg programme. She helped us in showing us how to group our learners. Her visit was fruitful.
(Mrs. Moyeni – Gugulethu Primary School)
 - Yes, I enjoyed Edupeg and using the books with bright colours. Now I am happy to get more knowledge of using the Edupeg books. Thanks, Theresa.
(Mrs. Mhambi – Gugulethu Primary School)
 - The Edupeg programme is so interesting for learning, even for us as educators. What I would like to ask is if possible, please furnish us with posters.
(Miss T. Potwana – Emncotsho Primary School)
 - Edupeg support material is very good for the learners. They enjoy it, but sometimes they become too excited and become confused, but it is because we haven't been using the material for a long time.
(Mrs N.A. Ndyoko – Emncotsho Primary School)
 - I think the programme is of great assistance to both the teacher and the learners, because most books have lessons that widen the vocabulary of the learners and stimulate their thinking.
(B.P. Madlingozi – Emncotsho Primary School)
 - Edupeg is wonderful to me. All my lessons are incorporated with the Edupeg books and this is helping my pupils to understand more.
(T.J. Sihele – Emncotsho Primary School)
 - The books I used helped me because the learners choose pictures from them to form, create and explain the idioms. It was very interesting to see the learners really involved.
(Mr. M.G. Gosa – Emncotsho Primary School)
 - It is very interesting to use these books in our class-rooms as the learners also like the books and they are coping with the lessons, as they are integrated.
(Miss V. Mashiya – Mbolompeni Primary School)
 - I have gained how easy it is to use Edupeg books. Their books are good, so we need more books so that each class can have their own books.
(N.H. Magengelele – Mbolompeni Primary School)
 - I am very thankful for your coming because now it is clear to me how to use Edupeg lessons. Your presence really made a difference to me.
(Educator – Mbolompeni Primary School)
 - I feel that the Edupeg programme is interesting and the learners gain a lot and the books have good activities which make learning easy and interesting.
(Ms. M. Mofoka – Mbolompeni Primary School)

- The programme helps in consolidating concepts, learners are more interested when working with pictures, and the books fit in various Learning Areas, providing us with more resources to work with.
(Mrs B.P. Mxhalisa – Mbolompeni Primary School)
- Edupeg is so interesting to us educators, and to our learners. The learners do not feel that they are learning because there is more fun in it. I enjoy using your books.
(Mrs. X.C. Wellem – Nqonqweni Primary School)
- The Edupeg programme helps the learners in many different ways, as there is everything in it when you like to teach literacy, numeracy and life skills. So I rate it.
(Miss N.C. Makeleni – Nqonqweni Primary School)
- This programme is very interesting for learners. They enjoy working with the books and pegboards. I see this Edupeg programme as good, valuable and enjoyable to learners.
(Miss S.N. Ntiyantiya – Nqonqweni Primary School)
- Edupeg helps my learners to improve their thinking skills and it gives chances for the shy learners to speak. It makes my teaching and learning more interesting.
(Mrs. N.C. Bikani – Nqonqweni Primary School)
- Edupeg is very interesting, even to the learners. It helped me so much. The children enjoyed Edupeg and it is fun for them.
(Miss N.P. Saba – Nqonqweni Primary School)
- The material is very useful, even for other Learning Areas. Children like it. They are so relaxed when we are working with it.
(Miss N.B. Tshemese – Luxomo Primary School)
- Edupeg is a very interesting project to work with. The learners enjoy working with the material. It helps the learners to be involved in the discussion through the pictures that are provided in the book. Also, we are able to integrate the material with other learning programmes.
(Mkwaki and Ntlangeni – Nokwanda Primary School)
- Edupeg helps me a lot. It makes my learners very active because they are encouraged by the colourful pictures in the books. All the Learning Areas integrate with each other.
(L.P. Valli – Nokwanda Primary School)
- We enjoy this project because it gives us less work and the learners' minds are improved.
(B.W. Kandile – Nokwanda Primary School)
- The programme is very interesting and helpful. The learners enjoy using the books.
(P.T. Kitsi – Nokwanda Primary School)
- I like this project because it helps me a lot, especially in Mathematics and First Additional Language. Learners enjoy their books because they have attractive pictures.
(N. Rulumente – Nokwanda Primary School)
- Edupeg is very helpful in my class because it integrates with all the Learning Areas. The activities are always interesting and learners have developed their thinking skills.
(Miss B. Nkitha – Nonkundla Primary School)

- I've learnt that with Edupeg books you can teach any lesson. I am teaching Grade 1 so I thought I can only use Book OA and OB. All in all, Edupeg books are very useful.
(B.G. Mbande – Nonkundla Primary School)
- They have helped us a lot in our rural areas, because most of the learners are unfamiliar with other things, e.g. harbours, so by using these resources they help us a lot. Keep it to support us.
(R.B. Nobaza – Thanduxolo Primary School)
- The programme of Edupeg is very vital because it helps the learners to be observant, to speak, to identify and to be knowledgeable.
(B.Z. Gidi – Thanduxolo Primary School)
- Edupeg books are colourful, bright and provoke the thoughts of learners. They integrate well across the Learning Areas. Books liaise with the curriculum.
(Educator – Dongwe Primary School)
- These books have interesting and colourful activities. I gained a lot from the demonstration on how to use Edupeg books.
(T.E. Williams – Dongwe Primary School)
- Edupeg took me from a dustbin and put me in a great place. I am proud to be an Edupeg practitioner. I feel that I am a competent practitioner because of Edupeg.
(T.M. Mdunyelwa – Dongwe Primary School)
- The Edupeg books can be useful, even in other Learning Areas other than Math and Literacy. The observer has given some constructive ideas for feedback, which I think would be useful to me.
(Mr. A. Mbebe – Dongwe Primary School)
- Edupeg helps me a lot when I am introducing a new lesson, especially in Mathematics. The books have different activities for all the Learning Areas. I enjoy using these books.
(Miss P.N. Mnyazi – Dongwe Primary School)
- Edupeg! You are a wonderful company. I wish I could have a thousand mouths to praise you. Your programme is interesting, learners and educators gain a lot. Your materials help us a great deal even in other Learning Areas. When your staff visits us, they build our confidence by encouraging us and giving us positive comments and demonstrations.
(Miss L. Zoki – Nobuntu Primary School)
- Book 16 is a very important source of information. I recommend these books. The pictures are clear.
(Mr. L.W. Piliso – Nobuntu Primary School)
- This programme is so helpful and interesting. We, the teachers and learners of this school, are so grateful to have it and especially the Edupeg facilitators. We thank them very much.
(Mrs. N.P. Stwayi – Nobuntu Primary School)
- The Edupeg programme is very interesting to learners and educators. We want more motivation by donating something to our learners because the school is in an underprivileged area of poor people.
(Miss Mfana – Nobuntu Primary School)

This small school in the New Brighton Township in Port Elizabeth, is still struggling to reach stability after a very challenging start to this year.

REGION:

Eastern Cape: Port Elizabeth

DATE:

10-11 June 2009

Name of school	Pupil enrolment	Teachers & Principal
Phillip Nikiwe Primary School	263	9
	263	9

The two educators, who took exception to the H.O.D. (Head of Department) promotion post being given to a Foundation Phase trained educator, have departed the school. They have been placed as extra teachers at another school, and no new educators are to be appointed to Phillip Nikiwe Primary, until these two educators are permanently employed. The chaos left in the wake of these educators' dis-satisfaction is alarming. Educators have been moved among the phases, teaching grades that they are unqualified to teach, and now educators are trying to pick up the teaching load and Learning Areas of the two departed educators. The principal, Mrs Makeng, a dedicated and caring woman, has obviously been quite traumatised by the events this year. Additionally she has recently experienced a personal loss of a family member, and this has caused additional stress for her.



The educators are warm and receptive to our visits, but by their own admission, they are not really utilizing the resources. While our trainers are present, they are excited and enthusiastic by what they experience in class, and are impressed with the positive impact that the Edupeg resources have on their learners, but they have not yet established a culture of use of resources at the school, and thus once we leave, they resort to "talk and chalk" lessons. In both phases, the educators were literally thrilled by what they were exposed to with regard to real teaching and learning in their classes. They were able to experience the excitement and enthusiasm of their learners, who really understood the concepts taught. (Both educators had been unsuccessfully battling to teach addition and fractions in the Foundation Phase and Intermediate Phase).



In the Foundation Phase, the grouping of learners into ability groups, the inclusion of concrete equipment and clearly defined tasks resulted in a triumph of a lesson, where activities were carefully and accurately recorded in classwork books.

In the Intermediate Phase, the use of concrete and semi concrete resources enabled the majority of the learners to grasp the concept of fractions. Shirley encouraged Mr Hlela to persevere with the lesson, ensuring that the learners had a solid foundational understanding of fractions, before moving on to another aspect of fractions. Grouping learners of similar abilities was also introduced and Mr Hlela was immediately able to see the value and logic of such classroom management.



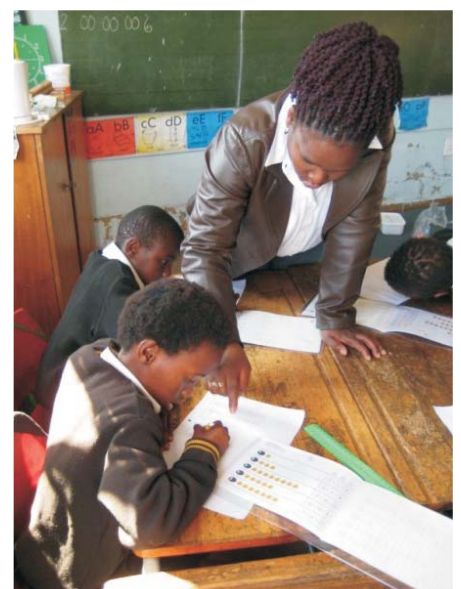
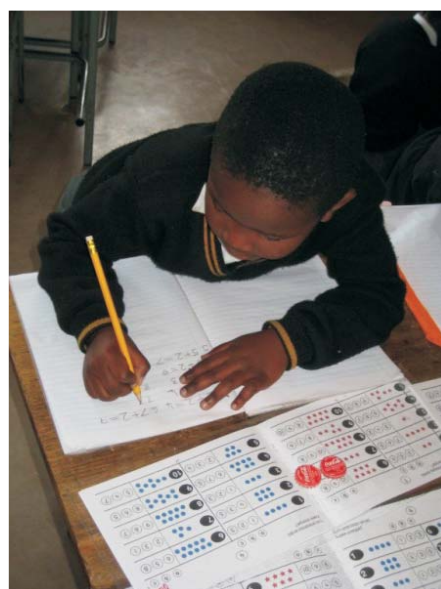


Shirley describes the learners initially using an almost “panic induced guessing strategy” as their way of doing maths, and she describes the joy and wonder that the children experienced as their confidence grew and they realized that they could themselves actually work out the answers. Mr Hlela needed much convincing that thorough consolidation was essential prior to moving forward to a new concept. The need for children to fully understand a concept and not just be given “mathematical formulae” to memorize, was discussed.



In another lesson learners needed considerable help with language and vocabulary, to express themselves. The notion of trusting one's initiative and observation skills, and applying these to the set questions, was not at all strongly developed amongst the learners. This needed to be demonstrated, shown and strongly encouraged. When the task was assessed, it became obvious how little the learners actually understood.

We will need to continue to help and assist this school, and we are indeed grateful for the reliable funding of our donors that makes this intervention possible. Sincere thanks to Shirley and Ingrid for their valuable support and patience, in often very challenging circumstances, and to Sue, Les and Tia for their administrative support and input.



PHILIP NIKIWE PRIMARY SCHOOL
10 & 11 JUNE 2009

PRINCIPAL COMMENTS

- The principal, the educators and learners appreciate and enjoy the support of the friendly Edupeg facilitators. Their presence has a positive development on both educators and learners.
(R.H. Makeng – Philip Nikiwe Primary School)

TEACHER COMMENTS

- Edupeg resources, (books) with their bright pictures, make the lesson interesting to both the learners and the teacher. Through these pictures the learners are able to come up with the vocabulary relevant to the task.
(R.H. Makeng – Philip Nikiwe Primary School)
- Thank you, Shirley, for helping me in using Edupeg resources and giving me more ideas. This makes me a confident teacher.
(Ms. L. Guwa – Philip Nikiwe Primary School)
- Miss Du Plessis, you have been so supportive and encouraging in Edupeg maths throughout the period we have been together. Learners are beginning to be used to using your books. They now find maths not a boring Learning Area. Thank you! (Mr. Hlela – Philip Nikiwe Primary School)
- I thank Edupeg for sending me a teacher who really knows how to teach, who helps me in everything. I know my mistakes. Thank you.
(Ms Tulashe Mtshaulane – Philip Nikiwe Primary School)
- We learn more ways of doing a lesson with Edupeg. Thank you very much.
(Gcobeka Foloti – Philip Nikiwe Primary School)
- Ingrid, she has helped me a lot. She arrived while I was having a problem in introducing a lesson on addition. She assisted me as I am a new teacher for Foundation Phase. Keep on helping us. I promise to use the Edupeg books to make my lessons easy. (Tabisa Gcakasi – Philip Nikiwe Primary School)

REGION: Eastern Cape: East London

DATE: 19-June-09

Name of school	Pupil enrolment	Teachers & Principal
Cintsa East	135	8
	135	8

This small school of 135 learners and 8 educators, is situated in a Reconstruction and Development Programme area, in an informal settlement in a semi rural region.

The principal was not present on the day of our visit and it was reported that he had gone to attend a meeting. The very positive and capable Mrs dos Santos received our trainers, and lessons had been prepared for Theresa and Vuyo to watch.

The uptake of knowledge and information in connection with Edupeg had not been optimal at this school. It would appear that some teachers are quite resistant to change, new teaching methods and programmes including resources, while others, appear to still be grappling with how to use and implement Edupeg.

In a feedback from both Theresa's and Vuyo's observed lessons it seemed that the use of resources is not well established in this school. Additionally, all teaching is from the front, with the pace and content directly controlled by the educator. Both Vuyo and Theresa gave suggestions about using resources, devising multiple activities that are appropriate for the developmental level of the learners, and getting the learners to be less passive and thus more active in the learning process.

This type of teaching takes planning and is made easier through co-operative team work amongst educators. Such colleague interaction does not appear to be well established in this school.

It is interesting that the comments given by the educators are all positive and it is also obvious that the teachers do recognize the education value of the Edupeg resources, and the enjoyment and opportunities they provide the learners. However, they appear to be seldom used.

Some educators complained about the timing of our visit, which is close to the end of term. As this is a single school, we do fit it in at the tail-end of a bigger cluster. I will look to schedule this visit differently in future, however educators should also take note, that the preparation of their mark schedules is work to be accomplished after their learners have gone home, and is not an in class activity. Our visit should thus not have a negative impact at this time of the term, as educators should be teaching during the allocated teaching hours.



CHINTSA EAST

19.06.2009

PRINCIPAL COMMENTS:

- Edupeg is helping learners and educators in terms of playing with numbers. The books have exercises relevant to the curriculum, and the learners love the colourful illustrations in the books.
(Mrs dos Santos – Deputy Principal)

TEACHER COMMENTS:

Foundation Phase

- The programme is very helpful and it supports the educators and the learners in their work. The pictures help a lot and the learners are eager to comment on the pictures, which are in colour.
(Mrs Khumalo)
- We thank you so much for the programme. It is great fun for the learners and they are getting a lot from it.
(Mrs Siwayi)

Intermediate Phase

- The material is good for learners. It's easy to integrate the Edupeg books with our every day learner books, even when you are planning a lesson. Learners show good interest in the material.
(Ms Ngamlana)
- The programme is helpful both to the educators and the learners. The pegboard makes work easy for the learners, especially those that encounter difficulties in mathematics.
(Mr Matyila)