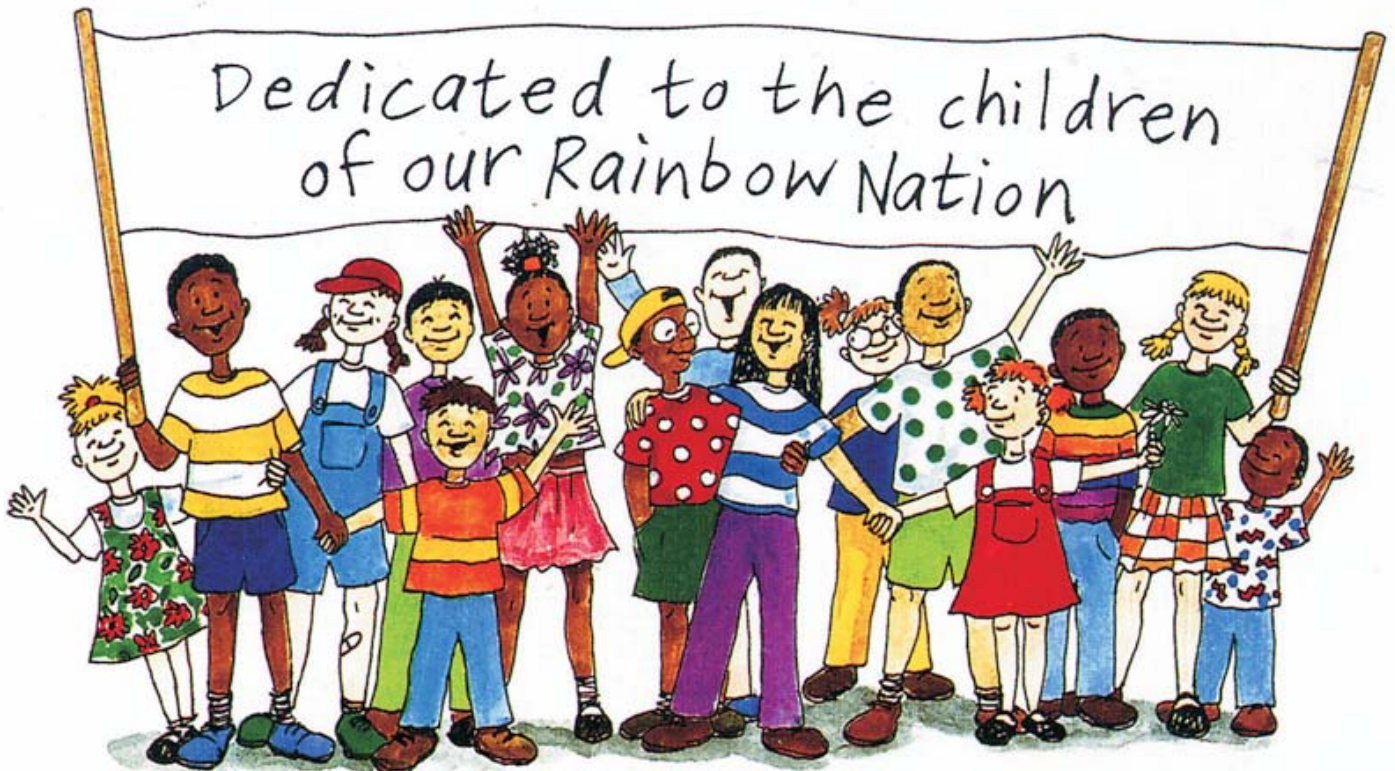




Edu-peg

# THE SACTWU EDUPEG PROJECT

## 2<sup>nd</sup> 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**

**2<sup>nd</sup> QUARTER REPORTS  
2009**

**KWA-ZULU NATAL**



Our trainers were warmly received at all of the schools in this cluster. It is pleasing to note that all of these schools are reported to be neat and clean, many with attractive gardens and productive vegetable gardens. Isinkotshe Primary School was undergoing refurbishment and renovations, but non withstanding this, the school was neat and building materials were well controlled. It is also re-assuring to see that these schools are all securely fenced.

**REGION:** Kwa-Zulu Natal: Umlazi  
**DATE:** 21-23 + 29-30 April 2009

	Pupil enrolment	Teachers & Principal
Msizi Dube Combined Primary School	900	24
Mgada Primary School	691	18
Esiphukwini Primary School	362	11
Engonyameni Primary School	298	6
Isinkotshe Primary School	400	8
	<b>2651</b>	<b>67</b>

The classrooms that were visited were all, also clean and tidy. Attractive, educational posters, charts and friezes were evident in many of the classrooms, contributing to the creating of a bright and conducive learning environment. Many of the classrooms, across all of the phases, had reading areas, which were being used. Some classrooms also had activity centres.

It is very pleasing to note, that many of the classrooms do have established, and often lockable storage. Such classroom furniture/fixtures gives educators much support with regard to establishing structure and organisation in their teaching day, and resources can be kept securely.

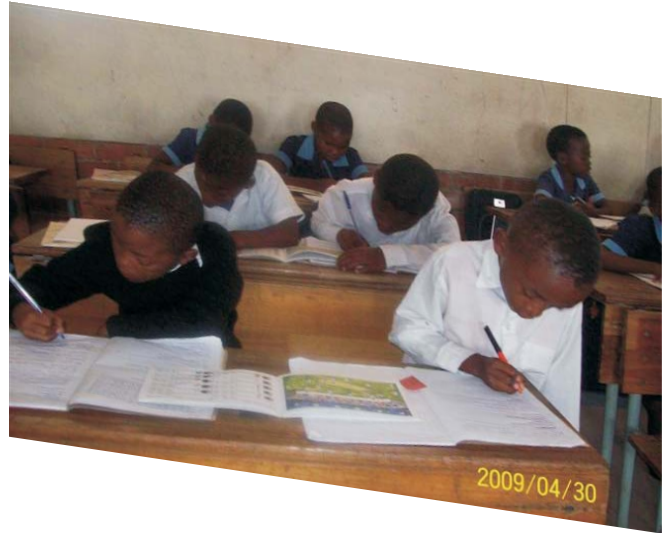
Lessons had been prepared for our trainers to observe, and it is interesting to note how in Kwa Zulu Natal, the educators clearly recognize that participating in such initiatives provides opportunities for professional and personal growth. The educators receive valuable and valued feedback from our trainers after the lessons.

What is also impressive is that the teachers with whom we work are now much more clear on group teaching and that this not defined by learners just sitting in groups! I need to commend our trainers on their clear demonstration lessons and their sharing of knowledge, with the result that educators are planning multiple activities for their varied ability groups, with very positive outcomes. I am also much encouraged to learn that once activities are set, teachers are circulating around the classroom, giving assistance where possible and assessing how learners are coping with the set tasks. At Engonyameni Primary School however, it is impossible for many of the educators to move around the classroom, due to overcrowding due to the huge enrolment at the school.

We came across most pleasing mentorship at Mgada Primary, in the Foundation Phase. In the Intermediate/Senior Phase at this school Nomvuzo was asked to do a demonstration lesson to assist educators with their understanding of the programme. This lesson was very well received by the educators.

Sibongile and Nomvuzo have spent much time this quarter, assisting educators with understanding the Foundations for Learning documentation, and how the Edupeg resource can be used to achieve the required National Milestones. Educators have been delighted to realize how supportive Edupeg is and that it can be used as a valued resource across a number of Learning Areas.

I am also impressed with the reported level of participation of the learners in lessons, their eagerness to engage with our resources and their enjoyment and also verbal contributions.





We have noted:-

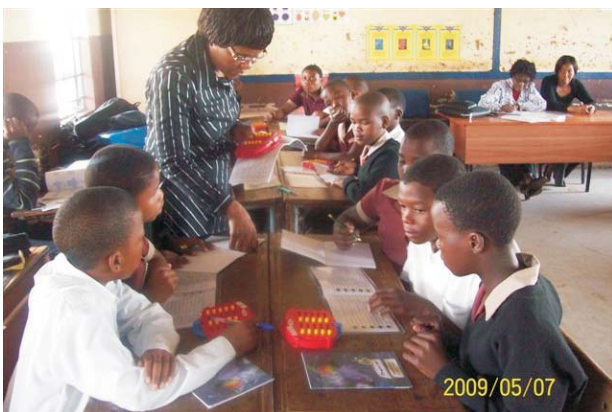
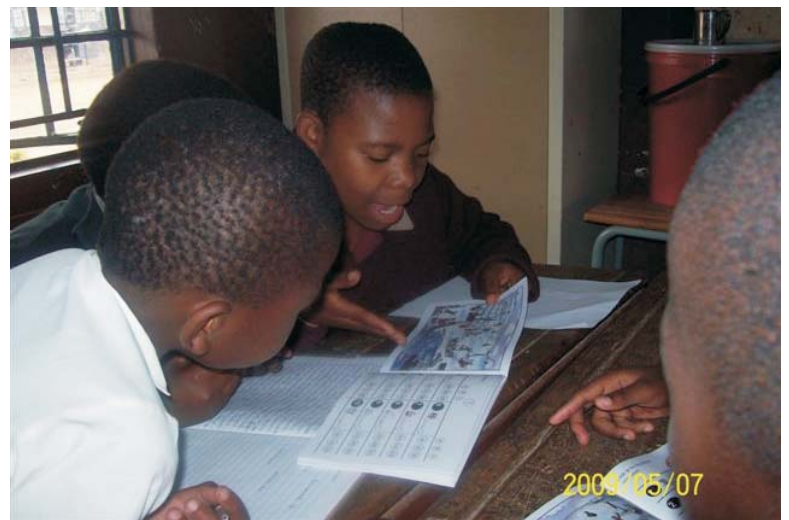
- the development of critical thinking skills and concentration
- the fact that learners were active, engaged and enjoying the lesson
- the enjoyment portrayed by students as they have both participated and presented in these groups
- the development of vocabulary and communication skills and improved sentence construction
- the pleasing integration of lessons across a number of Learning Areas
- the development of confidence and self esteem of both the Educators and learners.

In all of our schools in this cluster, our resources are reported to be well and securely stored, and were utilized.



We thank our generous donors, whose on-going commitment has ensured that we are able to continue our support of both educators and learners at the community schools in which we work.

We thank our dedicated Kwa Zulu Natal training team, as well as our administrative team, Tia, Les and Sue.



## UMLAZI

21 - 30 APRIL 2009

### PRINCIPAL COMMENTS:

- Thanks to Edupeg, the programme enables learners to work independently, boosts their self-esteem and allows learners to work at their own pace. Learners show a lot of talents and share ideas. (D Z Mdlela – Esiphukwini Junior Primary)
- We are so grateful as a school to have Edupeg as our partner in the education of our learners. This partnership has developed both educators and learners in a big way. Thank you. (Mrs T B Mathe – Isinkontshe Primary)
- Edupeg material is helpful and it can be used across all Learning Areas. Hopefully this material will also be used for assessment more often in the future. Through using it, learning and teaching becomes more easy. (M S Nzama – Isinkontshe Primary)
- I think Edupeg does help us as learners and educators, a lot. It is playing a big role in whole school development. It is enlightening us with new programmes from the department e.g. Language Milestones. Thanks a lot Edupeg. (Mrs F N Mkize – Isinkontshe Primary)
- The books are helpful and they are easy to read. Also, learners find it easy to look at the pictures because they are colourful. (Mrs S B Mkize – Isinkontshe Primary)
- Learners enjoy Edupeg lessons. Edupeg helps summarise lessons and makes it easy to introduce and consolidate learning activities. Overall it teaches learners group co-operation. (Mrs Z Sithale – Mgada Primary)
- Educators are well developed, motivated and supported. (S W Mseleku – Engonyameni Primary)

### TEACHER COMMENTS:

- I feel Edupeg is a wonderful thing since it helps our children to gain different ways of teaching and learning. (M M Nzama – Esiphukwini Primary)
- I like Edupeg because the learners enjoy Maths when they count using the Edupeg books and pegboards. The learners participate in the lesson. They feel free because they get answers on their own without being told. (Mrs T I Zungu – Esiphukwini Primary)
- The Edupeg programme is very much developing. Learners enjoy working with it and the educators discover lots of talents of their learners. They are able to work independently, discover things on their own and able to share their ideas. (Mrs T D Mthzethna – Esiphukwini Primary)
- We are very pleased with the workshop. It was very successful. We dealt with different aspects. We discovered that the Edupeg Resource Book is a useful resource. It guides the educator on how to develop a work schedule e.g. Edupeg work books are designed in a way to accommodate all learning programmes. (R M Maphumulo (HOD) - Esiphukwini Primary)
- I have learnt that the Edupeg Resource Book is useful, because it is easy to get to what you want to teach. It is useful and it works hand in hand with our Milestones. It is easy to develop a work schedule. (S Zondi – Esiphukwini Primary)

- I have learnt many different ways of teaching through using Edupeg. It is helpful to the learners and the educator.  
(B W Gwabaza – Esiphukwini Primary)
- I have learnt that the Edupeg Resource Book is helpful. It is easy to develop a work schedule using the Milestones as well as the Resource Book.  
(Mrs Z Makhanya – Esiphukwini Primary)
- Edupeg is very helpful to the teacher and the learner. It is easy to learn and it goes hand to hand with the Milestones Book.  
(P N Moloi – Esiphukwini Primary)
- The books are interesting and fun to work with. I would suggest that 3-D shapes or objects should also be added into the books, so that it will be easy to teach them using Edupeg. (Z Gumede - Engonyameni Primary)
- It gives learners that opportunity to work for themselves. It allows learners an opportunity to communicate and of obtaining vocabulary.  
(M S Nyuswa – Engonyameni primary)
- Edupeg has helped me to integrate Maths with other Learning Areas. It has also developed learners' critical thinking skills and helped them to discover things for themselves. (N Jali – Engonyameni Primary)
- The books are very interesting and fun and also are full of information which assists us during our lessons. (E N Dlamini – Isinkontshe Primary)
- Edupeg helps a lot with the introduction of your lesson. When using Edupeg, learners are more active, involved and many more skills are developed and the lesson becomes easy and clear to learners. Thumbs up!  
(Z F Ngcongo (HOD) – Mgada Primary)
- I enjoy using Edupeg because learners become active. It creates love for Maths. Learners are able to assess their work. Learners help each other.  
(T M Msomi – Mgada Primary)
- The Edupeg programme is good because the teacher can integrate all Learning Areas. (Integration of Learning Areas). (M Nene – Mgada Primary)
- I have learnt that all languages can be taught, as well as other Learning Areas, using Edupeg. (J D Majola – Mgada Primary)
- The lesson was interesting. The introduction was perfect and very clear. Learners were actively involved, and enjoying working in groups.  
(P N Mbambo – Mgada Primary)

**REGION:** Kwa-Zulu Natal - Hilton  
**DATE:** 29-May & 12-June 09

Name of school	Pupil enrolment	Teachers & Principal
Mountain Home Primary School	92	3
	92	3

The liaison person, with whom we work into Isandlwana Primary Schools, asked if we could consider supporting a single primary school in the Hilton district, in Kwa Zulu Natal. This school is situated in a semi-rural area, in close proximity to some of the huge plantations of the paper-producing companies. Children are drawn from the local community, where unemployment is high. Few of the children have school uniform and not all children have shoes. A school feeding programme is in place and the school is securely fenced. The grounds are well cared for, and the buildings and surrounds are neat and clean.

The enrolment is just under 100 learners, from Grade R to Grade 4. The Grade R learners are in a class of their own, and the Grade 1 and 2 classes are a multi-grade class, as are the Grade 3 and 4 combination.

Our initial visit to the school was with Mrs Hill from Cowan House Primary School, as well as Samantha Terblanche and parents and church group members who are supporting the school in various ways. We met Ms Zuma, the principal, to discuss the resourcing of the school, and she was delighted with the prospect.

In late May the resources were delivered and our KZN trainers ran an initial workshop with the educators. All was received with much enthusiasm and excitement.

A few observations that I made while I was at the school are:-

- quite a number of the Grade 1 learners appear very small and are possibly underage for this grade/ or this is due to possible malnutrition.
- quite a number of the Grade 1 and Grade 2 children had sores and weeping sores. Again this could be due to malnutrition, poor health, poor hygiene due to living conditions and poverty, or possible H.I.V. Aids.
- an unusual number of children seemed to be very listless, completely lacking in energy and with little or no enthusiasm for any of the games, activities and songs that Brenda and I did with the learner groups.
- there was an unusually large group of learners who were quite poorly behaved. Most Zulu children with whom we work are polite and respectful. These children were almost obstinate and disruptive. (This may have been attention seeking behaviour).
- in both grade groups, there was a lot of overt physical aggression that went even beyond the occasional push or shove that one experiences with children. Whether this is modelled behaviour experienced at home or in the community or if this is due to some type of frustration, is unknown, but this has been noted.
- I also observed that listening skills were very poorly developed.
- concentration in the Grade 3 and 4 group in which I worked appeared to be very limited.
- at least half of the Grade 3 and 4 group lacked awareness of left and right. Some simple Perceptual Development, particularly directionality should be encouraged within this group.

We have planned monthly intervention sessions at the school and we will liaise with Cowan House Primary School, in this connection, as this privileged school is involved in a well planned support programme with Mountain Home Primary.



The first session of demonstration lessons was very well received by both multi-grade educators. It is interesting to note that these dedicated and motivated educators had already tried to use the Edupeg resources with their learners, and that they had some knowledge about the content of the Teachers' Resource Book, because they had read these.

The demonstration lessons were very successful, and both Kiviet and Sibongile included recorded maths work in the activity sections of their lessons, thus clearly demonstrating how learners can be fully occupied, and how they can expand their knowledge, develop independence and spatial skills, while consolidating the concept taught. Both trainers utilised their time at the school, to look at the third term programme, and using The Foundations for Learning documentation, as well as The Milestones, Kiviet & Sibongile helped the educators to plan lessons incorporating Edupeg along with the planned curriculum. The learners were very well behaved on this visit, which was pleasing to note.

## **HILTON**

25.05.09 and 10.06.09

### **PRINCIPAL COMMENTS:**

- We received the Edupeg material. I find it very interesting. I think both educators and learners will benefit from it.  
(Mountain Home Primary School – Mrs. N.G. Zuma)  
The facilitation was up to standard. The lesson was well presented. All learners were actively involved in the learning process and they had fun.  
(Mountain Home Primary School – Mrs. N.G. Zuma)

### **TEACHER COMMENTS:**

- Your books are so useful, as well as your pegboards. At the beginning I found it very complicated, but when the facilitators taught us how to use it, we were so excited.  
(Mountain Home Primary School – Clarice)
- I think this material will be very useful to our learners. It will also develop their thinking skills and creativity.  
(Mountain Home Primary School – T.A. Malevu)

On this visit, we sent only our Kwa-Zulu Natal training team, Nomvuzo Kiviet, Sibongile Godlwana and Thobelani Ndlovu.

There was a very positive outcome from the meeting with Mrs Madikizela, the S.M.T. (School Management Team) and senior teachers, at Nomzamo Primary. We had considered withdrawing our support from this school, but it would appear that the internal issues that have been fairly obvious during the previous training sessions, have been resolved. The principal and educators shared how valuable they find the Edupeg resources, and how beneficial these are for the learners in this very large and over-crowded school. Previously we have experienced an almost obstructive atmosphere at this school with regard to Edupeg implementation, but we are willing to try to accommodate the educators at the school, as the learners are desperately in need of educational support.

Seven Fountains Primary School had requested demonstration lessons, and a mini workshop, as there are staff members who are not fully conversant with Edupeg.

What transpired, were inter-active discussion groups in the phases. From the outcome of these discussions it is my sense that many of the educators feel that they are now able to implement without additional intervention from ourselves. It is their request that we limit our visits to just one or two per year. There also seemed to be some dis-satisfaction in the Foundation Phase. Educators expressed that they did not want to be asked to change their teaching methods. As much "talk and chalk", from the front, educator controlled lessons are quite prevalent in the school, strategies, methods and ideas on group teaching, the use of concrete equipment etc, have been encouraged. It would appear that there are educators who have taken exception to this. It is sensible to listen to the thoughts of the educators and it is my belief that we should allow educators to continue with Edupeg, unassisted for a period, and to then evaluate the success of this strategy.

We had a very successful visit to Xoloxolo Primary, at both the upper and lower campuses. Our trainers were warmly received and lessons had been planned, although our visit coincided with end of term activities and associated tasks. This school finds the input given most valuable and the educators and principal are deeply appreciative of our support.

Our trainers were approached by a principal from a cluster of schools in Bizana, who had received Edupeg through an initiative with The Catholic Institute of Education. These schools are seeking additional support and training on the use of Edupeg, as Brother Jim, who spear-headed this initiative, had a heart attack and had died. It would appear that he may not have been replaced. I will look at the financial implications of their request.

Horse Shoe Primary School, also in Kokstad, has asked for assistance, and I will evaluate this request too, for 2010.

Sincere thanks to our small training team, who had a very successful visit. The sensitivity, diplomacy and professionalism of Kiviet and Sibongile certainly served them well on this visit.

Thanks, too, to our donors, whose reliable funding has made possible the continued outreach work into community primary schools in this cluster.

REGION: Kwa-Zulu Natal - Kokstad  
DATE: 8-10 June 2009

Name of school	Pupil enrolment	Teachers & Principal
Seven Fountains Primary School	1155	25
Nomzamo Primary School	1208	18
Xoloxolo Primary School	840	15
	<b>3203</b>	<b>58</b>



## Kokstad

08-11.JUNE 2009

### PRINCIPAL COMMENTS:

- The facilitators had a meeting with the educators and did some activities with them. Successes and challenges of the programme were discussed. We are always happy to be assisted by Edupeg.  
(S. Jafta – Seven Fountains Primary School)
- Despite the fact that the school is engaged with exams, the school was visited on this day. Our recommendation is that the programme works very well for maths and languages. We request materials for Foundation Phase too.  
(V.S. Dlamini – Xoloxolo Senior Primary School)

### TEACHER COMMENTS:

- I would like to recommend that the Programme be introduced to a nearby school called Horseshoe Primary School, as they are under-resourced, and we are always working with them.  
(Teacher – Seven Fountains Primary School)
- Edupeg has been of great help in motivating teachers and improving learning and teaching in the school. We are looking forward to working with Edupeg in the future.  
(L. Mnongogo – Xoloxolo Senior Primary School)
- Ideas given by the facilitators were motivating and encouraging. A most enjoyable lesson. The short motivational speech and discussion by the facilitator was interesting.  
(A.R. Mabulelo – Xoloxolo Senior Primary School)
- Edupeg is a very interesting programme. It helps our kids to work in groups and as individuals, especially in mathematics. The facilitators are very helpful.  
(Mrs. C. Sigwili – Xoloxolo Senior Primary School)
- I do appreciate visits to our school because Edupeg plays a very big role in developing us and our teaching.  
(Ms Mngoma – Xoloxolo Senior Primary School)

4 - 28 MAY 2009

There is much that is positive to report about the schools in which we work in this cluster. Our trainers were given a warm reception in all of the schools that they visited this term. The planned principals' meeting earlier this year, which was very well attended, has, I feel, had a very positive impact on the knowledge and insight that principals have about the Edupeg programme. In all schools where lessons were observed, lesson notes were in evidence, and lessons had been well planned. It is very pleasing to see that educators are beginning to use less "talk and chalk" in their lessons. Resources are beginning to be more readily incorporated into lessons, and in some instances multiple resources were observed to have been used. Educators are also integrating their teaching across more than one Learning Area and both Sibongile and Nomvuzo have spent much time with educators, assisting the teachers to understand the newly distributed Foundations for Learning documentation and the accompanying Milestones, and how to plan and execute lessons to fulfil the required objectives. Teachers have been most grateful of this support and advice.

I am also pleased to report, that educators are also allocating more time within the lesson to learner activities, (as opposed to drawn out teacher explanations). In many lessons, just one or two examples are worked out together, and then pupils are asked to complete the task. Previously, almost the entire lesson has been gone through, painstakingly slowly, by the teacher, frequently at almost the pace of the slowest learner/beyond the understanding of the slowest learner.

Educators are now more prone to allocating the task, and then moving amongst their learners to assess how the pupils are mastering the set activity. In some schools e.g. Khiphulwazi Primary, overcrowding in classrooms is so bad, that the educators are completely unable to circulate around the class, to assess learners' work, and learners themselves are so tightly packed into their desks that executing written work is almost impossible.

We are beginning to experience situations where educators are able to gain valuable insights into the ability levels of their learners. The teachers, when moving amongst the learners, are able to see where lack of knowledge/understanding is evident, and they are then able to plan to take steps to rectify this situation. It is very encouraging to see that some educators have realized the value and logic of teaching learners in ability groups, where the needs of a collective group can be best served. What was very uplifting to observe, were a music lesson and an art lesson in this cluster.

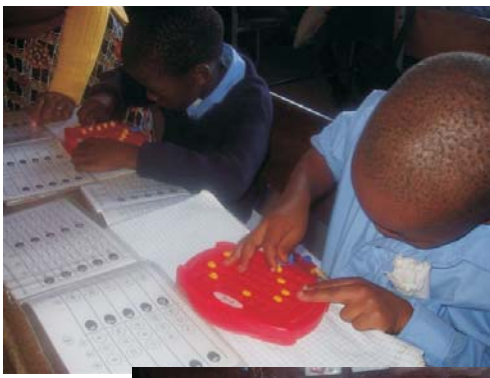
It is wonderful to be aware of classrooms where group discussion is encouraged, where dissention needs to be resolved and agreement reached. Concentration, the development of critical thinking skills, good social interaction, developed verbal communication (in full sentences!), and good pupil participation are all evident. All of this bodes well for the learners involved.

Educators themselves are very much less defensive. Much of this can be ascribed to our very sensitive and caring training team, as well as the increase in educators' skill and capacity, through departmental workshops, publications and other educational initiatives, as well as Edupeg.

**REGION:** Umbumbulu - Cluster 2  
**DATE:** 4 May - 28 May 2009

Name of school	Pupil enrolment	Teachers & Principal
Egugwini Primary School	224	8
Magama Higher Primary School	409	9
Khiphulwazi Primary School	580	10
Kwa Thambo Combined School	1025	22
Tobi Higher Primary School	273	6
Mboko Primary School	238	7
Masuku Primary School	365	8
Intinyane Primary School	400	10
Nungwane Primary School	235	8
Bridgeman Primary School	131	8
Mpulule Primary School	495	14
Phuphuma Primary School	303	9
Masuku Primary School	291	5
Empusheni Primary School	392	12
Khuhlekwehu Primary School	957	24
Zenzele Primary School	194	5
	<b>6512</b>	<b>165</b>





Reading centres and activity areas are, I think, more prevalent in Kwa Zulu Natal schools, than schools in the other provinces where we work and, these are used! Also, almost all classrooms have educational charts and posters on the walls, which give valuable knowledge and information, and which assist in providing a positive learning environment.



Although some schools have been fortunate to have benefited from refurbishment, there remain many schools in desperate need of maintenance. Egugwini Primary and Magama Primary, for example, lost the roofs of a number of classrooms in a storm and the children are struggling to learn in the brightness and heat of the sun.



Educators must also learn to use their common sense. At Masuku Primary, the champion teacher has been absent from school on extended sick leave, taking the keys to the Edupeg resource cupboard. No plan had been put in place to deal with this situation.



What is very noticeable in these semi-rural/rural schools, is the pride that the parents take in their children. The learners are all, always neatly and correctly dressed in their school uniforms. They are courteous, polite and enjoy the Edupeg lesson presentations. All children benefit from the school feeding schemes in the schools, and many of these schools use vegetables from their well established vegetable gardens, to supplement the daily offering. It was heartbreaking to go to Masuku Junior Primary, where the school had recently been vandalised, and where all of the food for school feeding had been stolen.



Conditions in many of the schools in which we work are very challenging. In Kwa Zulu Natal, our rural/ semi rural schools are situated in areas that have been hard hit by the H.I.V./Aids pandemic. Principals report that some children no longer have even one parent and that grandparents are struggling to bring up their grandchildren on their small pension/ social grant. The grandparents themselves are often old and not in good health themselves. Unemployment is high and even small contributions which are needed by the schools e.g. pencils/ pens are not affordable for these families. During my recent visit to schools in Umbumbulu, I noticed how worn, patched and well used were many of the children's school uniforms. The shoes too, often looked well used. In the surrounding community one was aware of a great number of people, both young and older, who were unemployed, and who were wandering around the settlement.



I remain indebted to our dignified and dedicated trainers, Sibongile and Nomvuzo and to Thobelani who drives our trainers and takes such wonderful classroom photographs. Brenda is a wonderfully positive, stable and motivating influence on our Kwa Zulu Natal team and I am grateful and thankful for her presence in our team.

We thank our donors, whose generosity ensures that we can focus our attention on development work in the school communities, without funding anxieties about costs and expenses. Sincere thanks to Tia, Les and Sue, whose attention to detail and support have ensured that this term's training has been a success.

## UMBUMBULU CLUSTER 2

4 – 28 MAY 2009

### PRINCIPAL COMMENTS:

- The school benefits a lot from Edupeg. The friendly and informative facilitators are a marvel to work with. (T.M. Mokoena – Tobi Senior Primary School)
- The facilitators were very helpful. They helped two students with Edupeg. They helped them in their preparation for criticism. (Students from University of Natal). In their lessons they used Edupeg as a resource. (B.A. Duma [Acting Principal] – Egugwini Primary School)
- Edupeg is very helpful, especially when it comes to integration. It is user-friendly. Learners enjoy it. They are able to do activities on their own, sometimes even the tricky ones. (B.A. Duma [Acting Principal] – Egugwini Primary School)
- The school appreciates the exercise done by Edupeg in the promotion of education. (M.E. Mkhwanazi – Magama Combined Primary School)
- On the date named above the school was visited by Edupeg officials. They observed some lessons in classes and they were very happy. (S.W. Ndimande – Khipulwazi Higher Primary School)
- Edupeg has helped a lot in the teaching and learning situation. The educator finds it more interesting to teach with the help of the Edupeg book, and the learners enjoy the lessons from Edupeg. (Mr. Z.D. Mhlongo – Mboko Senior Primary School)
- Edupeg material helps the learners to enjoy the lesson. (K.E. Cele – Masuku Primary School)
- Thank you Edupeg. Please come and visit our school once again this year. Your project broadens the minds of the learners as well as the educators at large. Your resources promote the culture of learning. (C.Z. Ntimbane – Intinyane Junior Primary School)
- I would like to thank the facilitators for the support and assistance they gave our educators. I feel much has been achieved in this visit. (M.A. Hlatshwayo – Bridgeman Primary School)
- The work that is done by Edupeg in our school is wonderful and we are looking forward to seeing the same support in the future. (Mr. P.W. Ngidi – Mpulule Combined Primary School)
- Thank you for the programme that was introduced into my school. It is so supportive and interesting and allows our learners to be broader minded and also to be creative in all activities that are taking place. Good facilitators. I thank them so much. (N.J. Nombika – Phumphuma Junior Primary School)
- We appreciated being visited by the Edupeg facilitators. We worked co-operatively as a team. We also wish that this be a continuous process as it is of benefit to educators and learners. (T.P. Makhanya – Masuku Primary School)
- Educators are enjoying using this Edupeg programme. It has got all the activities which are designed in the Learning Areas. Thank you to Edupeg. (N.P. Zama – Empusheni Primary School)
- We, as educators, pass our sincere gratitude to Edupeg. We have found Edupeg very interesting to both educators and learners. It makes things/learning easier. (p.p. Principal – Zenzele Junior Primary School)

- The programme is very useful in our school. We appreciate your support and the learners are very excited and they enjoy the lessons. (L.M. Msomi – Kuhlekwethu Junior Primary School)
- Learners and educators are enjoying the programme. It is productive. Many educators, especially in Science, have a problem to adapt. (S. Mhlongo – Kwa-Thambo Primary School)

#### TEACHER COMMENTS:

- The Edupeg facilitators visited us on the above date. They helped us especially in collaborating our work with Edupeg and how to use the Resource Book. We gained a lot from them. They were very polite to us. (E.M. Mgadi – Tobi Senior Primary School)
- The Edupeg books are very fruitful to both learners and educators. Today I have gained a lot in the usage of these books. The books also integrated with other Learning Areas. (M.M. Sibiya – Tobi Senior Primary School)
- These books are very good to help the learners, especially those who learn slowly, because they have got pictures and easy language. They integrate with many subjects. (S.S. Phahla – Tobi Senior Primary School)
- The lesson was enjoyable and everyone was concentrating. (B.R. Neube – Egugwini Primary School)
- Edupeg is a very good project. It helps learners to discover and solve problems on their own. I think the founder of this project is very good. (N.G. Jwacu – Egugwini Primary School)
- The books are a wonderful resource which sometimes give a wonderful introduction to some concepts. We will request that the LOs for the Senior Phase be covered whenever some other resources are developed. (N.P. Mhlongo – Khipulwazi Primary School)
- Edupeg is so user friendly. My learners enjoy it so much. They are kept engaged throughout the period. Most of the information comes from them. Even the timid ones were involved. (Mrs. N.J. Shange – Khipulwazi Senior Primary School)
- I think Edupeg is good for our learners. They enjoy doing it because of the pegboard. They are doing sums very well. It is easy to count using Edupeg boards. (Mrs. C.C. Cele – Mgada Combined Primary School)
- Edupeg is a very useful resource since the activities you get from the booklets embrace all the Learning Areas done in the Foundation Phase. The learners enjoy the Edupeg period. (G.P. Masinga – HOD – Mgada Combined Primary School)
- It encourages learners to take part and to understand easily. It is good because learners are able to solve their own problems and make decisions. (N.G. Mbambela – Magada Combined Primary School)
- This is very interesting and encourages learners to enjoy doing their work. This helps learners to learn in a relaxed atmosphere. Learners are pleased to have the Edupeg programme as well as the educators. (Mrs. L.B. Xulu – Mboko Senior Primary School)
- Edupeg is interesting, but I find it difficult to incorporate with other Learning Areas like E.M.S. I was not aware that you can just teach without using the pegboards. (F. Maphumulo – Mboko Senior Primary School)

- Edupeg is an interesting programme. It promotes and encourages learner participation in class. Learners learn as they play, especially with pegboards. Learners assess and educate themselves. Edupeg supports educators. (Mrs. C.S. Phahla – Masuku Primary School)
- Edupeg helps the learners easily and they communicate easily if they are using the books and pegboard. All the class is engaged when using Edupeg. (Mrs. T.B. Myeza – Intinyane Primary School)
- Edupeg is useful to learners, even those learners who are not coping well. They engage themselves in using the pegboard. (Miss T.D. Khuzwayo – Intinyane Primary School)
- Edupeg is good, but I think we as educators must get to know how to use it in other Learning Areas. (N. Sobiso – Intinyane Junior Primary School)
- I would like to thank Edupeg for encouraging us, giving us resources and developing us across many Learning Areas. I have learnt a lot from Edupeg. (T. Gumede – Intinyane Primary School)
- Edupeg is fun. Learners enjoy learning by doing things on their own. (J.P. Khanyase – Intinyane Primary School)
- My comment about Edupeg is that it is a good resource to use during my lesson because it helps learners to understand easily about what we have done. (Miss P.P. Ndlovu – Bridgeman Primary School)
- I am very happy that we have Edupeg. It helps both the teachers and the learners. Learners learn to work independently and to love maths, which is very good for our country. (Miss Q.B. Mpethwane – Bridgeman Primary School)
- I thank the way the Edupeg facilitators are. They are friendly and dedicated. We are now very clear about how to work with Edupeg, especially in other Learning Areas besides maths. That's great! (Mrs. B.P. Ndlovu – Bridgeman Primary School)
- I would like so much to thank the Edupeg facilitators. They are friendly and dedicated. It was so fruitful to meet with them. We are now clear about how to work with Edupeg, especially in other Learning Areas. (Mrs. H.P. Msani – Bridgeman Primary School)
- I found the Edupeg books interesting as they encourage critical thinking and covers lots of integration. (Ms. N.C. Mkhize – Mpulule Primary School)
- We really appreciate the support and assistance of our Edupeg co-ordinators and advisors. Today we benefited a lot on how to use the resources effectively. But we think the next monitoring session is too far. (L.L. Khwela – Mpulule Primary School)
- We learn many things which are very interesting and it is in line with our curriculum. I hope that learners will gain more through their use of Edupeg. (Mr. O.K.O. Ndimande – Mpulule Primary School)
- Edupeg is good. If I do the assessment I can assess individuals, groups, peers and the class as a whole. Learners enjoy Edupeg. Learners take it like a game. (Mrs. A.T. Ntuli – Phuphuma Junior Primary School)
- I am enjoying to meet the facilitators of Edupeg. I am gaining a lot. She makes me clear about the Resource Book as a whole. (Mrs. B.M. Shange – Phuphuma Junior Primary School)

- I am teaching under uncomfortable conditions. The class is overcrowded, the floor is too dusty. We have no door and some of the windows are broken. (Mrs. N.A. Zama – Masuku Primary School)
- Edupeg is a very effective resource material. It makes learning interesting and learners enjoy lessons with it. Edupeg books are easy to read and are understandable. (Miss N.C.N. Mbhele – Empusheni Junior Primary School)
- This programme helps the learners a lot. They learn to count easily and their critical thinking is developed, though there are learners with learning barriers. (M.T. Mkhize – Empusheni Junior Primary School)
- The facilitator assisted me with my learners when we encountered problems and she also showed me some material which will help me during the lesson. (Mr. D. Buthelezi – Zenzele Junior Primary School)
- This project is interesting and it links well with the NCS. It develops the lesson and motor skills. The material is sufficient. They need to improve the pegboard by introducing more colours. (Mrs. E.D. Khuzwayo – Kuhlekwethu Junior Primary School)
- The programme is too good for the development of maths and literacy, as well as for communities. (N.L. Ndimande - Kuhlekwethu Junior Primary School)
- Learners enjoy using the Edupeg equipment. It provokes their thinking and reasoning skills. (B.L.C. Mthembu - Kuhlekwethu Junior Primary School)
- On behalf of the Foundation Phase, we are happy to have these facilitators of Edupeg because we get more information from them. (Miss L.N. Gasa –Kwa-Thambo Combined Primary School)
- We are happy to be visited by the Director of Edupeg from Cape Town. We are grateful. Thanks a lot. (Miss L.N. Gasa –Kwa-Thambo Combined Primary School)
- It promotes good thinking and counting skills. The lesson was successful, enjoyable and interesting. It is totally very meaningful. (Mrs. S.P. Mkhize - Kwa-Thambo Combined Primary School)
- It is very good for learners. The learners understand it clearly. They enjoy learning, using the pegboard. It increases knowledge to the learners. (Mrs. N.O. Mkhize - Kwa-Thambo Combined Primary School)
- Learners work independently at their own pace and they are so interested in the lesson. My skills are also developed. It creates opportunities for learners to solve problems for themselves. Good. Keep it up! (Mrs. P.G. Mpungose – Kwa-Thambo Combined Primary School)
- Edupeg is able to develop critical thinking, concentration, and doing things independently in learners. (Mr. C.D. Mhlongo - Kwa-Thambo Combined Primary School)



## **REPORT: SECOND QUARTER 2009**

**BY BRENDA VILBRO**

This term we visited Umlazi and Umbumbulu.

Our school visits ran smoothly in Umlazi. The principals and the educators remained positive about the Edupeg programme. Lessons that were observed were of a high standard and the educators enjoyed the interest and support of the principals and facilitators.

In Umbumbulu, we often came across the challenge of new educators in the schools. When time permitted, after observation lessons we held mini-workshops for the new educators. Although the Edupeg champions in the schools had tried to assist the new educators who were curious and enthusiastic to use the Edupeg material, they still needed clarity from the facilitators.

Edupeg visibility in the schools has increased. In all the schools I visited, the Edupeg time-table was displayed. The notice of the next school visit was also displayed – either in the staff room or on a notice board. In the classrooms too, the Edupeg height chart was up and in use.

Our facilitators Nomvuzo Kiviet and Sibongile Godlwana have done an exceptional job in linking the Edupeg activities to the current Department of Education work programmes. Educators have attended workshops with the Department of Education on how to implement the work programmes but many of them still require assistance with this and our facilitators have provided guidance in this regard.

Mr Mcube and Mr Sokhela have received last term's reports and have been kept up to date with progress of the project in their areas, i.e. Ndwedwe and Camperdown. Unfortunately, I have not been able to arrange a meeting with Mr Ntombela, the District Director of Umlazi and Umbumbulu. I have maintained telephonic contact with Mr Sibiya and am awaiting a letter from him as he has expressed the need for Edupeg in his area of operation, Port Shepstone.

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