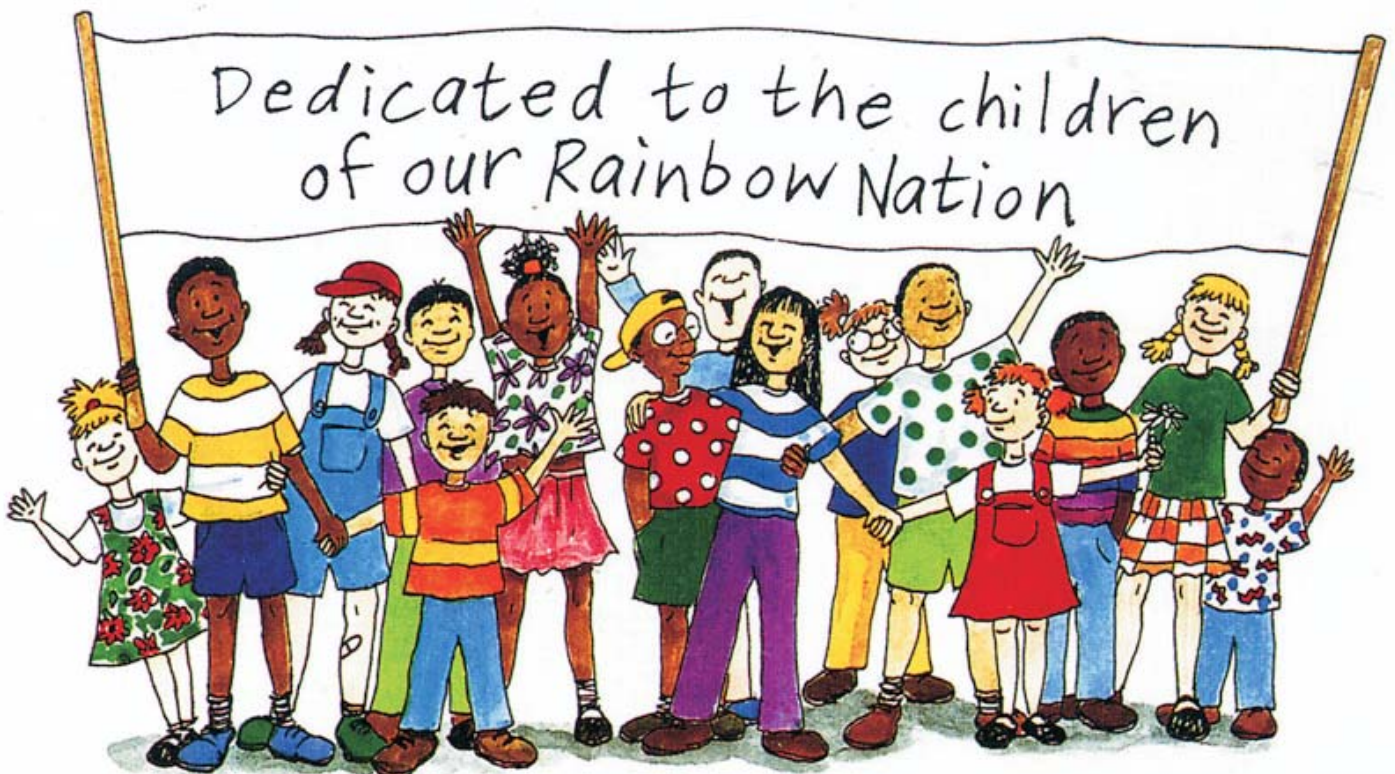




Edu-peg

# THE SACTWU EDUPEG PROJECT

## 3<sup>rd</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. Swersky - Project Manager & National Coordinator



**THE SACTWU  
EDUPEG PROJECT**

**3<sup>rd</sup> QUARTER REPORTS  
2009**

**EASTERN CAPE**



**REGION:** Eastern Cape - Imidange Development Trust

**DATE:** 7-8 September 2009

Name of school	Pupil enrolment	Teachers & Principal
Peelton Primary School	102	3
Bhaliti Junior Primary School	108	5
	<b>221</b>	<b>8</b>

We have just two schools in this rural Development Trust area. Access to the schools can be challenging, particularly after or during wet weather, as the gravel roads are very poorly maintained.

We had wonderfully warm welcomes from both of our schools, and lessons had been prepared for our trainers to watch. Both principals are very positive about the Edupeg programme, and they are both proactive with regard to preparations and arrangements for our visits.

Sadly, Bhaliti Junior Primary School had been vandalised, on the night prior to our visit. Windows had been broken and the principal and educators were still uncertain what had been taken. This destructive and hostile behaviour creates so many challenges for these isolated schools. They have no financial resources to dedicate to repairs, and we frequently visit schools, where the pupils are sitting in drafty and cold classrooms, as the window panes are broken. When one realises that these children are frequently undernourished and that they often have inadequate winter clothing, one senses the “knock-on” effect of discomfort and challenge for these children.

Notwithstanding the challenges of the day, our trainers were able to observe well planned lessons (at both schools). It is particularly encouraging to see that educators are trying to utilise more resources in their planned lessons, with positive effect. The learners are also obviously enjoying the more stimulating lessons, and their contributions are very encouraging to note. Educators are also expecting full answers to questions, and both trainers mentioned the pleasing development of language and communication skills that they noted at both schools.

Group work had also been implemented, and the learners obviously were used to this activity and they worked well and productively in their groups. Some differentiation of set activities was noted, although it is my sense that some of the activities were quite easy for the grade group involved. However, this is a good start. Theresa and Vuyo have been able to establish a good rapport and relationship with the dedicated educators, and very productive interactive feedback sessions followed the observation lessons. The educators were keen to contribute to these sessions, and they themselves gave ideas on how they could improve on their lessons.

We will need to continue to support these two schools, and we thank our donors for the funding that has made possible, our support intervention into these two schools.

Sincere thanks too, to the Eastern Cape Department of Education for allowing us access to these schools, and to Theresa, Vuyo, Tia, Les, and Sue for the roles that they play in all training visits.



## IMIDANGE

7-8 SEPTEMBER 2009

### PRINCIPAL COMMENTS

- The educator enjoyed the lesson and the learners did as well. (Mrs N Fuku - Peelton Primary School)
- The programme has empowered us as teachers and also the learners. They have confidence and high self-esteem especially when dealing with Mathematics. This is really great for us all. (Miss P Kama – Baliti Primary School)

### TEACHER COMMENTS

- This is a very good intervention by Edupeg which involves learners, ie it is “hands on” and it enhances the imagination of the learners and expands their capabilities in Learning Areas other than numeracy. (Mr X Makasi – Peelton Primary School)
- Edupeg study material is relevant to many Learning Areas. However, having said that, I think there is a need to improve or make more books to engage Arts and Culture. (Mr TD Qoma – Peelton Primary School)
- The facilitator shows love and care for the learners. She shows me a lot, like, how to use the Edupeg books. She makes me clear on issues. (Mrs N Rala – Peelton Primary School)
- Edupeg is good for the learners. They are enjoying it very much. It makes the pupils understand maths easily. They like it very much. (Mrs Ntshweza – Baliti Primary School)
- Edupeg is a programme where all pupils participate actively because of the pegboard. It encourages critical thinking. It is based on the curriculum because all the activities are found in these books. (Miss P Kama – Baliti Primary School)

**REGION:** Eastern Cape: Addo, Sunlands, Kirkwood, Bersheba, Enon  
**DATE:** 31 August - 4 September 2009

Name of school	Pupil enrolment	Teachers & Principal
Vusumzi Primary School	587	15
A.V. Bukani Primary School	925	26
Bongolethu Primary School	361	10
St. Ignatius Primary School	354	10
Sunland Primary School	82	8
La Trobe Primary School	204	8
Mhlophekazi Primary School	131	9
	<b>2644</b>	<b>86</b>

We have seven schools in this cluster, which is situated in the rural farming districts of Addo, Sunland and Kirkwood. What is very encouraging, is that our trainers were very warmly received at six of the seven schools, and we were expected, and lessons had been prepared for Theresa and Vuyo to observe.

What is also pleasing to note, is that many more educators are incorporating additional resources into their planned lessons, and that a variety of teaching methods are beginning to be used, i.e. Educators are not solely relying on "talk and chalk". What was very clear on this visit, is that learners are becoming more accustomed to working in groups or pairs, where they are very much more involved in their own learning process. What is very satisfying to learn, is that pupils are working well in their designated groups, where courtesy and respect are shown to group members, and an attitude of tolerance is developed, where learners accept and make allowances for various points of view.. Mention is made of the improved communication skills that are developing through the adoption of this teaching method, and the development of thinking skills and strategy was also mentioned. There is clear evidence of learners being responsible in their groups, producing an end result, and being enthusiastic about class/group feedback.

I am particularly delighted that at at least two schools, dictionaries were utilised and encouraged, during language activities. Also in two schools, Vuyo mentioned, and I quote: "Interaction between learners and educators was excellent". This development is praiseworthy and the educators who have been willing to risk, and try new teaching methods and techniques, really do need to be acknowledged and commended for this shift.

St Ignatius Primary was singled out as using monitors very effectively. This strategy is very supportive of the growth of responsibility, confidence and self-esteem of learners, and it is also advantageous to the educator, who can delegate some tasks to the learners. We are delighted that Sunland Primary has got a permanent principal, as this appointed is long overdue. The school has been struggling without strong leadership and on this visit our trainers noted a very much more positive and professional atmosphere and attitude at this school.

Almost all schools in this cluster could benefit from some maintenance and refurbishment, which besides beautifying and restoring the schools, would go a long way to boosting the morale of the principals and educators.





Sadly, I feel we have lost our "battle" with La Trobe Primary. The principal and staff have frequently been rude and obstructive and although our trainers patiently re-demonstrate lessons and offer additional support and assistance, there is obviously very strong resistance at this school, to use of Edupeg. Following the situation where our trainers were ignored by the principal, denied access to the educators, and where no lessons had been prepared, I feel we should remove our resources and give these to a school which will utilise them and benefit from their use.



During discussions with school principals, it emerged that both principals and educators are very concerned about the drop out rate of learners, who leave schools with little or no real qualifications or skills, to go and work on the farms. Serious and urgent attention needs to be given to the more mature learners, who are still struggling in primary school, with very limited skills and understanding of basic and fundamental concepts. These children need bridging support and interventions to develop their skills and understanding, as well as their confidence and self-esteem.



What is also of concern, is the abuse of alcohol by many of the workers, in the impoverished farming communities. Life for these frequently seasonal workers is extremely hard and harsh, and the oblivion of inebriation is welcomed, as it enables these socially deprived people to, for a while, forget the plight and extent of their despair and desperation.



Children who innocently inherit FAS (Foetal Alcohol Syndrome) through alcohol abuse by their mothers during pregnancy, are further casualties of this alcohol abuse.

We thank our generous donors, for the funding made available for these school based visits. We thank too the Eastern Cape Department of Education, for their support of our work, and access to their schools. Sincere thanks to Theresa and Vuyo, for their patience, perseverance, persistence and professionalism. And finally, to our admin team, gratitude for all the preparatory work which culminates in successful school visits.



PRINCIPAL COMMENTS

- Edupeg is important because practical teaching aids are provided. Thank you for assisting us with these books. (Mr ZJ Tambo – AV Bukani Primary School)
- Edupeg is a useful and good programme that I found helpful. It can be easily integrated in Learning Areas. Learners find it interesting because of its colourful pictures. (Mrs Befile – Bongolethu Primary School)
- Your programme is very good and is user-friendly with educators and learners. We can assure you that your resources will be used regularly. (Mr TV Ngqongwa – St Ignatius Primary School)
- The programme is of great help to the learners as it creates variety in their learning. Learners enjoy using the pegboards! Edupeg gives them extra opportunities. (Mrs Gxolo – Sunland Primary School)
- The programme is very much helpful as it keeps the learners active in the teaching and learning situation. The visits are welcomed at all times. (Mr MR Maranene – Mhlophekazi Primary School)

TEACHER COMMENTS

- Edupeg is helping us very much in our classrooms especially that it doesn't focus on one Learning Area and our kids enjoy working with the materials. We appreciate it. Keep it up! (Miss N Gada – AV Bukani Primary School)
- Edupeg helped us to easily integrate with other Learning Areas. It is easy for the learner to understand different activities in Edupeg books. Learners enjoy using these books. (Miss M Nongongoma – AV Bukani Primary School)
- I enjoy using Edupeg, because it creates good interaction between the learners and educator. Edupeg makes the learners work and free with the teacher. It makes them be clear what to do. (Mrs F Sishuba – AV Bukani Primary School)
- Edupeg helps me because it has got clear pictures and also the advice we get from the facilitator helps me and the school as a whole. (Miss K Mzekandaba – AV Bukani Primary School)
- We gain a lot from Edupeg. We can link the activities to our lessons. The learners enjoy counting with Edupeg. (NV Makana – Bongolethu Primary School)
- The programme is very useful and the learners enjoy it. (NG Msengi – Bongolethu Primary School)
- These regular visits we have boosts our confidence and makes us eager to do more. Pupils enjoy Edupeg lessons. (Miss Z Funde – Bongolethu Primary School)
- Edupeg develops us because the lessons link with our curriculum lessons. The learners enjoy the activities, thanks to Edupeg. (Mrs N Tim – St Ignatius Primary School)
- Edupeg material is very interesting to us. It gives the learners an opportunity to think and say something about each thing that has been seen in the Edupeg books. (Miss Nqabeni – St Ignatius Primary School)
- Edupeg is an interesting and a very educational programme. The facilitators are also keen to help and are very patient; therefore I would suggest that you keep this programme alive at all times. (Mr P Mjoli – St Ignatius Primary School)
- Edupeg is user friendly. Learners enjoy working with the pictures in the activity books, which makes them easier to co-operate. It is multi-functional, and can be used for various Learning Areas. (Miss Lukwe – Sunland Primary School)
- The activities were good for me and for the learners. (Miss S Dlakana – Sunland Primary School)
- I think Edupeg is helping us a lot, especially when it comes to teaching aids. And recently I discovered that I can also use it in any Learning Area. (Miss Z Hobongwana – Sunland Primary School)
- The Edupeg programme is user-friendly especially for the Foundation and Intermediate Phases. It is quite interesting for the learners, due to the use of the pictures. (Miss NB Gxolo – Sunland Primary School)
- Edupeg is very interesting. It helps a lot when dealing with Numeracy, Literacy, Life Skills and other Learning Areas. Learners enjoy working with the pegboards and the books. (Mrs Fete – Mhlophekazi Primary School)

**REGION:** Eastern Cape - Alice (Zulu Traditional Authority)

**DATE:** 25-27 August 2009

**Teachers &**

Name of school	Pupil enrolment	Principal
Balura Primary School	115	9
Lower Sheshegu Primary School	103	8
Elijah Primary School	144	7
	<b>362</b>	<b>24</b>

At all three of the schools in this cluster, it is very obvious that the principals are involved and concerned about the effective running of their schools, and the well being of the educators and learners. At all three schools, educators were prepared and ready for our visit, and lessons had been planned, and lesson notes were in evidence. The principal of Balura Primary School was attending a departmental IQMS meeting, but all was in readiness for our visit, and a warm welcome was extended to our trainers by the HOD (Head of Department).

Although all of the schools visited are reported to be neat and clean, they are in need of maintenance and restoration. By contrast, almost all of the schools that we visit in both the Western Cape and Kwa-Zulu Natal, have benefitted from departmental intervention, whereby schools have been refurbished/repainted/paved/re-roofed/had improved classroom storage, etc, and the Grade R play areas have had durable climbing frames erected. The school improvements in these two provinces have done much to promote enthusiasm and motivation amongst the educators.

The access roads to these schools remain very challenging and what is noteworthy, is that the principal of Elijah Primary, Mr Mgijima, has been instrumental in uniting the community, whereby they have formed a forum, and community members are repairing the roads. Water and electricity are also both immense challenges in this community.

I am very encouraged by the calibre of lessons that were taught during our visit to this cluster. As mentioned, lessons were prepared, and it is very pleasing to note that more resources are being included in the lessons being taught.

The learners are sitting in groups, and both Theresa and Vuyo were able to encourage differentiated activities for the groups. Suggestions of grouping learners according to their abilities, particularly for Maths and Language/Literacy, were also made. This enables the brighter children to be exposed to more challenging activities, while the weaker learners can engage with tasks that promote consolidation and revision of concepts. The lessons observed were more learner-centred, where children were expected to take part and play a role in their own learning. This is most encouraging. In instances where the lesson was still more deeply rooted in "talk & chalk", and where the pace and input was largely controlled by the educator, both Vuyo & Theresa were able to sensitively make suggestions to try alternate teaching methods and techniques, to better support and develop the learners.

All of the principals and educators expressed their gratitude for our in-service support. Teachers find the classroom assistance invaluable, and many asked that Theresa and Vuyo return, as they (the educators), gain so much during our visits.

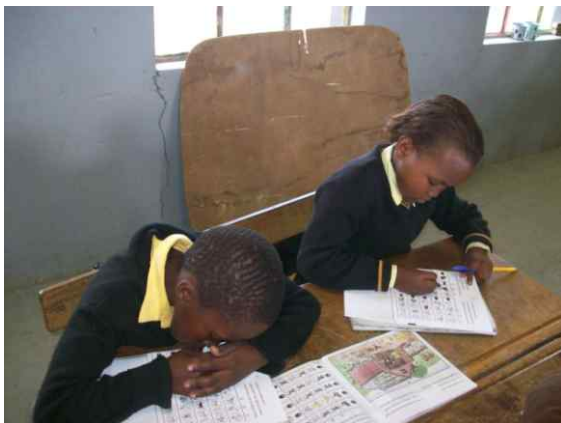




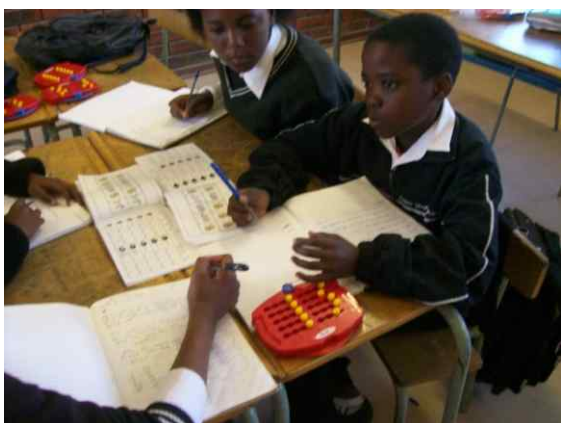
It was obvious that the learners loved using the bright and colourful Edupeg books. There is no library in this community, and the children really enjoyed interacting with the attractive printed material. At Intermediate and Senior Phase level, Vuyo reported that the learners were beginning to cope much more competently with their second language, and that our resources promoted proficiency and gave learners much assistance.



I realise that the progress that we have made in schools is much slower than we envisioned and anticipated, but I feel very pleased and satisfied with what has been achieved in this cluster.



Sincere thanks to our dedicated and generous donors, and to the principals and educators who risk much, to expose themselves and their teaching techniques, to our trainers. Thanks too, to Vuyo and Theresa for their patience and professionalism, and finally to Tia, Sue, and Les, for their dedicated admin support.



ZULU TRADITIONAL AUTHORITY  
25-27 AUGUST 2009

PRINCIPAL COMMENTS

- Excellent and supportive. There is more improvement by the learners.  
(Mr H Madolo – Balura Primary School)
- Thank you very much for the materials you send into our schools because we are in the rural areas. Our learners enjoy a lot to work with Edupeg. We enjoy your activities very much.  
(Miss L Msutu – Sheshugu Primary School)
- The facilitators were very pleasant and eager to guide the educators. The educators gained a lot from this visit at our school. (Mr S Mgijima – Elijah Mgijima Primary School)

TEACHER COMMENTS

- Edupeg equipment is very useful to us, especially in numeracy. Exercises are good and easy to understand and the pictures in the books are bright and attractive. I say thank you to Edupeg. (Miss K Tshaka – Balura Primary School)
- The programme is excellent, with good support. More information was supplied to us. We find Edupeg to be enjoyable and easy to use as resource material.  
(Mrs NJ Mbanjwa – Balura Primary School)
- I thank Edupeg very much since my learners gained a lot from the trainer and they are doing well in other Learning Areas. (Mr M Ndlazilwana – Balura Primary School)
- Edupeg exercises help us with many Learning Outcomes and learning programmes. We have a lot of activities for all Learning Areas, i.e. numeracy, life skills and literacy.  
(Miss CN Madolo – Sheshegu Primary School)
- I like the Edupeg books because they are so colourful. This is valuable since young children like bright colours. The activities are easy to be followed and learners also enjoy them.  
(Miss S Lubambo – Elijah Mgijima Primary School)
- Edupeg is so wonderful because it integrates all of the Learning Areas, i.e. if you teach numeracy, life skills and literacy, the exercises are all there. The pictures are very bright. We love Edupeg. (Elijah Mgijima Primary School)
- Using Edupeg resources is very interesting. Learners are taking part, and enjoying the lesson. It was very interesting to teach. (Mr S Mgijima - Elijah Primary School)

**REGION:** Eastern Cape - King William's Town

**DATE:** 17-24 August 2009

Name of school	Pupil enrolment	Teachers & Principal
Smiling Valley Farm School	91	4
Kei Road Combined	287	8
Toise Farm School	52	2
Ndukumbana Primary School	111	5
Lendek Farm School	68	3
Nomhle Primary School	310	8
Nobunto Combined School	276	8
Fundisa Special School	202	8
St Patrick's Special School	201	14
	<b>1598</b>	<b>60</b>



When reading the report submissions for the Zulu Traditional Authority cluster, I felt quite elated. Principals were present at school and were obviously aware of and supportive of the Edupeg intervention. Many principals were themselves involved with the Edupeg programme, and taught lessons, and there was an awareness that the principals were proactive and supported and motivated their staff - who have responded admirably. What was also so encouraging was that mentorship is occurring in some schools in this cluster (Zulu Traditional Authority).

By contrast, the visits to schools in the King William's Town cluster were less encouraging. Principals and educators were absent from school, and at Toise Farm School, apparently some of the educators seldom come to school at all. Our previous visit to this school was postponed and unable to be re-scheduled, as we were told that the educators would potentially not be present.

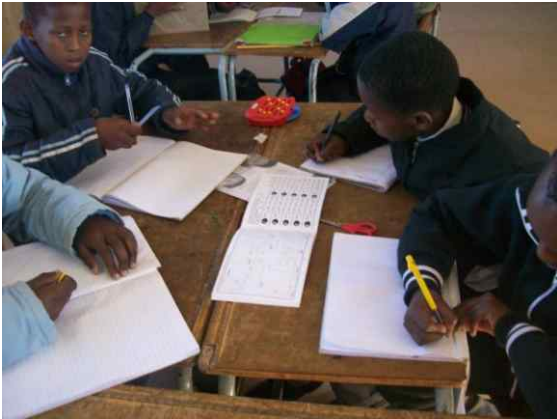
All of the schools are neat and clean, but in much need of refurbishment, maintenance and general "tender, loving care". New principals and new educators are in place at some schools, and mini-workshops were held to explain and demonstrate how Edupeg can be effectively used to achieve the outcomes set by the NCS (National Curriculum Statement).

Kei Road Combined School has a new principal, has sadly lost an educator due to their passing away, and has another educator who is on bereavement leave, leaving this school seriously understaffed. It is sad to witness how excited and motivated the learners are, when our trainers use the Edupeg resources in demonstration lessons, and how much the children learn, and yet realise that when we leave, these same valuable resources, which were so beneficially and successfully utilised, will probably lie gathering dust (which was the state in which they were found). The challenges that are facing many educators in the semi-rural Eastern Cape schools, are such, that one feels that there comes a "tipping point", when a downward slide becomes the norm. (Please see the article from The Eastern Cape Herald at the end of the Eastern Cape section).

Schools however did really appreciate the visit of our trainers. Both Vuyo and Theresa are non-judgemental and are supportive of educators when in schools. Frequently, they patiently re-demonstrate and explain issues to educators and try to encourage,



Educators do recognise that the bright, attractive and colourful activities in the Edupeg books, are very valuable for their learners, who have minimal access to print media. The pictures create a focal point for discussions, and frequently Vuyo particularly will mention in her report, how the stimulation of the activities promoted discussion, communication, conversation, the development of language skills and vocabulary enrichment.



Nobunto Senior Primary and Nomhle Junior Primary in Dimbaza Location were the highlights of this visit. Both schools are exceptionally well run, and the educators are clearly dedicated and professional. The children appear happy, challenged and obviously enjoy engaging in the lessons that are well planned and prepared by their motivated educators.



At times one wonders if those schools that are poor performers should be left, but there are so many historical, social, economic, geographical, financial, health, and personal issues that combine to create the circumstances in which schools find themselves, that this is not a simplistic call.



Sincere thanks to our donors, for their dedicated and reliable funding, which enables us to continue our support of these schools. Thanks too to our training team and administrative team, for their professionalism, attention to detail and commitment.



PRINCIPAL COMMENTS

- I would like to thank Edupeg for the observation of lessons that are conducted at our school. This exercise develops our teachers and it improves the teaching and learning at our school. (Mr M Mcono – Smiling Valley Primary School)
- This programme has encouraged educators to get organised, and to follow planning according to the expectations of the Edupeg programme, which is in line with the guidelines of the department. (Mr Z Madonono – Kei Road Combined School)
- The programme is good for helping teachers in their lessons. It encourages participation by the learners. (Mr MA Njoba – Toise Farm School)
- The whole school thanks Edupeg for this wonderful programme. It is good and excellent. Teachers really enjoy using it. (Mr ME Ngesi – Ndukumbana Primary School)
- The school likes the programme, so this is implemented in our school. Even the learners cope very easily with it. (Miss Makuleni – Lendek Primary School)
- We find the Edupeg programme very interesting to both the educators and the learners. (Mr BE Mlungwana – Nobuntu Primary School)

TEACHER COMMENTS

- I like Edupeg very much because it is the way of developing myself one way or another. I so wish that you can help us in orientating us more in our material. (Miss Mcetywa – Smiling Valley Primary School)
- The way you explained to me of how to use these books of Edupeg was so clear and I enjoyed being with you in my class. You were open to me. (Ivy Nhoko – Smiling Valley Primary School)
- Edupeg is of great help to educators not to be stereo-types but to be able to use the Edupeg books as they integrate with other Learning Areas. (Mrs D Masoabi – Smiling Valley Primary School)
- In all of the 3 Foundation Phase Learning Areas, Edupeg is of good help, i.e. making the learner understand the concepts. (Ms Mbunge – Kei Road Combined School)
- As the lesson follows on, my learners benefit as my lesson is integrated with Life Orientation, Numeracy and Literacy. Edupeg books help me because the learners discuss the pictures they see. (Mrs P Matsotso – Kei Road Combined School)
- Edupeg helped me as an educator on how to teach the learners, e.g. time, counting. The learners enjoy the lessons and they are developed intellectually. (Miss Mbane – Toise Primary School)
- Edupeg is very good because it gives the pupils time to think, reason and recognise objects. (Miss T Fetshe – Toise Primary School)
- The co-ordinators are actively involved in helping us. The activities of Edupeg develop the learners. Well done Edupeg. (Miss Mbilini – Ndukumbana Primary School)
- Edupeg empowered me. I like this development. It gives me confidence in teaching. I am happy with Edupeg. (DD Mosele – Ndukumbana Primary School)
- Edupeg is so wonderful because you gain a lot from it. Knowledge and skills are there. (Mrs P Tshali – Ndukumbana Primary School)
- I have improved my level of teaching thanks to Edupeg. Your facilitators are good and friendly. (Mr ME Ngesi – Ndukumbana Primary School)
- This programme is very helpful to us as educators as well as for learners. It is interesting. (Mrs L Dlephantsi – Ndukumbana Primary School)
- I like Edupeg because it has many activities that integrate with other Learning Areas. It activates the participation of the learners. (Miss N Cakata – Lendek Primary School)
- It is very interesting to learners. It keeps them (always) busy. It makes them to think for themselves. It arouses their minds. You can easily see those learners who do not understand. (Miss NE Sibiya – Lendek Primary School)

**REGION:** Eastern Cape: Queenstown & Whittlesea

**DATE:** 13-14 & 16-17 August 2009

**Teachers &**

<b>Name of school</b>	<b>Pupil enrolment</b>	<b>Principal</b>
Romanslaagte Primary School	59	2
Welcome Valley	373	9
	<b>432</b>	<b>17</b>

We have just two schools in this Eastern Cape cluster. There is huge unemployment in this region, where a large number of RDP (Reconstruction and Development) homes were built. On a recent visit to Queenstown, in mid August, I was struck by how thin, cold and desperate looking were the people that I encountered. Work and employment opportunities are not extensive in this area, and the huge influx of people to this area, due to the housing possibilities, have left many without jobs.

Our trainers were received warmly and respectfully, by the principals and educators at both of the schools. These are typical semi-rural Eastern Cape people, who have pride and dignity and who are courteous and grateful for the educational support that we provide.

Lessons had been planned for our facilitators to observe. The classrooms are reported to be neat and clean, and of adequate size to accommodate the learners. The pupils are obviously used to participating in the lesson. Both Vuyo and Theresa were able to give further advice and guidance on group work, and the educators were most receptive to the information shared. It is encouraging to be made aware of the enthusiasm of the learners in these schools, and their eagerness to learn. Good communication skills were developed, as well as critical thinking skills and social skills. When working in groups, learners become aware of patience, tolerance, courtesy towards others, etc, all of which are valuable skills as a member of a community and society.

The lessons observed were well planned and well delivered, with an improved balance of teacher and learner activity. It is also encouraging to see that educators are trying to incorporate resources in their lessons, and this was done quite successfully.

Nandipha Mtebele has also assisted us in this cluster, and she returned to Romanslaagte Primary, to conduct demonstration lessons in both Foundation and Intermediate/Senior Phase, on integration. These lessons were requested by the educators, as they still had difficulties with utilising Edupeg across other Learning Areas.

We will need to continue to support these two schools, and we thank our donors for making available the funding for our support visits.

Sincere thanks too, to Eastern Cape Department of Education for allowing us access to their schools, and to our training and administrative teams, for their input and support.



PRINCIPAL COMMENTS

- I found the programme very useful, especially to us rural teachers. Children can develop good ideas with the help of the pictures. It also enriches the learners' vocabulary. (Mr. Z.G. Gwana - Romanslaagte Junior Primary School)
- The programme is very good in terms of enriching our lesson plans. It captures learners' attention throughout the lesson. We are grateful to Edupeg for the program. (Mr Z.G. Gwana - Romanslaagte Junior Primary School)
- Children and teachers like the material. It is easily understood by the children. Your visits are appreciated. (Mrs. Sixaba – Welcome Valley Primary School)

TEACHER COMMENTS

- We found the integration of lessons very useful. We have always focussed on Maths and English, but the involvement of the H.S.S. teacher has helped in understanding themes that can be used in other Learning Areas. (N. Mteseke – Romanslaagte Primary School)
- This is a very helpful programme. Edupeg also makes me interested to such an extent, that I use it for different Learning Areas. (Mr. S. Maholwana - Romanslaagte Primary School)
- The lesson was interesting and learners were actively involved. They used their books. Thanks for your time. (Mrs G.T. Momala - Romanslaagte Junior Primary School)
- The Edupeg programme suits well in all Learning Areas. It gives support and provides clear information for children for example in Social Sciences. (Mr S. Maholwana - Romanslaagte Junior Primary School)
- Your material the children used is so exciting and challenging. It makes the lesson enjoyable. Activities are suitable for our learners' level. (Mrs. L. Flepu – Welcome Valley Primary School)
- Edupeg helped me in teaching and learning. Now that I've been developed, I feel very clear with my teaching, using the Edupeg material. (Mrs. Malotana - Welcome Valley Primary School)
- Edupeg makes me improve my style of teaching and gives me more activities I can use, especially when I am teaching grammar. (Miss P.N/ Mraji - Welcome Valley Primary School)

**REGION:** Eastern Cape: Grahamstown/Fort Brown

**DATE:** 11-13 August 2009

Name of school	Pupil enrolment	Teachers & Principal
D.D. Siwisa Primary School	526	14
Fort Brown Primary School	69	7
	<b>595</b>	<b>21</b>

The two schools in this cluster are quite distinct in their differences. D D Siwisa Primary is situated in the large township outside Grahamstown. This is an attractively built school, with generous outside areas. A vegetable garden has been established here, but it is not always well tendered and cared for.

Last year the principal retired, and the present acting principal is due to retire at the end of this year. Due to the level of dysfunction that was observed on our previous visit to the school this year, it was decided, with consultation with the principal and educators, that we would dedicate two days to help to support this school.

During our previous visit there had been much political posturing, and this was again evident on this recent visit. Much time was again spent on detailing the nature of our support. Volunteers were found to conduct lessons and both Vuyo and Theresa assisted the educators to select source material to best support teaching and learning. The storage of the Edupeg resources was chaotic on our last visit, and I collected the resources and neatly packed these to enable and facilitate easy access and usage. Everything has apparently been moved, and our trainers report that the materials are in an even more chaotic state than previously. Through consultation, someone has been identified to take charge of, and rectify this situation.

Theresa and Vuyo played an active role in the planning and execution of all lessons, and the educators are reported to be delighted with what they experienced when using the Edupeg materials as part of their lessons. The learners were actively engaged in the set tasks and a positive learning atmosphere prevailed.

What is disturbing, is that once our trainers have departed, potentially little more will be done with the resources. This school needs focused leadership, structure, management skills and a commitment by the educators to "be on time and on task", as expected by the Presidency.

Fort Brown Primary School is, by contrast, a delight to visit. This small, newly built school (by Kwandwe Game Reserve), is situated +/- 35 minutes drive out of Grahamstown, on the Fort Beaufort road. The children are drawn from the local, rural community. This small, dedicated team of educators is focused, willing and committed, and enjoy sharing time with our trainers. They are able to demonstrate what skills and strategies they have implemented, and always welcome input and advice shared.

The children at this school are polite, well behaved and are obviously used to being actively engaged in daily activities, across multiple Learning Areas. The pride that these educators and principal have in their school is encouraging to see and we are delighted to see the teacher accommodation project progressing.



We thank our trainers for their dedication and patience, and our donors for their generous funding, which has made this support intervention possible.

GRAHAMSTOWN/FORT BROWN  
11-13 AUGUST 2009

PRINCIPAL COMMENTS

- The visit was very helpful for the whole school. The books are useful in all grades. We thank the facilitators who assist us and share their knowledge with us. (Mrs. N. Ndlebe – Fort Brown Primary School)
- We, the educators of this school, appreciate the visits. We gain a lot from the visits. How relevant lessons from the Edupeg books were incorporated into lessons, is of great importance. (N. H. Gcwayi – D.D. Siwisa Primary School)

TEACHER COMMENTS

- I have learned a lot, especially about how to use the Edupeg books in Literacy and Life Skills. My learners enjoyed it very much. (Miss Mbombo – Fort Brown Primary School)
- Edupeg helps me to support those learners who finish their work first. They use these books [Edupeg] to reinforce their knowledge of the activity that was done. (N.E. Vayo – Fort Brown Primary School)
- I really enjoy using Edupeg as a resource for teaching. The books have wonderful pictures and the learners enjoy the lesson more when you use Edupeg books. (Miss Seyisi – D.D. Siwisa Primary School)
- The lesson was very interesting, especially with the help of Edupeg. There was co-operation between the Edupeg facilitator, the teacher and the class. I will be glad if you can come again. ( Mr. L. Nesi – D.D. Siwisa Primary School)
- I think Edupeg is good as we get activities that help and make the lesson to be easily understood and clear for the learners. The learners enjoy working with the Edupeg resources. I also enjoy Edupeg as it integrates with other Learning Areas. (Mrs. Tshuu - D.D. Siwisa Primary School)
- I experienced a very positive attitude from the facilitator. I have learnt a lot from Edupeg. Now I can use it almost every time I teach. Before I was not clear about Edupeg, the facilitator helped me a lot. I could easily ask her questions. She is not difficult and I would love to see her again in my classroom. (Miss Z. Maqoko - D.D. Siwisa Primary School)
- My learners like these Edupeg books. It is fruitful for me in my class in Grade R. It makes teaching easy for me because when I introduce my theme to the learners, I use the Edupeg books. (Mrs. Sokiya - D.D. Siwisa Primary School)
- It was good using the Edupeg material because I was able to relate my Life Skills lesson to activities in the books. The facilitator was of good help to me because she also introduced me to other books to use for other Learning Areas. My learners also enjoyed the lesson. (Miss N. Zingela - D.D. Siwisa Primary School)
- Edupeg helps me a lot. I always use these books effectively. I know how to relate my lesson to the books. (Mr. M.M. Fatyi – D.D. Siwisa Primary School)

- Edupeg helps me to find various ways of introducing a lesson. It helps me to find other activities which are relevant in my lesson.  
(Mr. Ngcwayi – D.D. Siwisa Primary School)
- The programme is very helpful. It worked a lot for me as it is my first year in the Intermediate Phase. Working with resources, children see things much better than through just telling them something without a clear picture of what it looks like.  
Thank you.  
(Miss N.G. Mpela - D.D. Siwisa Primary School)
- I think Edupeg can help me, my learners and my colleagues as well as my school on the basis that educators are assisted and encouraged in planning, integration of Learning Areas, group work involving learners, through being supplied with material that is relevant in this regard.  
(Mr. V.E. Kepe - D.D. Siwisa Primary School)
- The visit was very much fruitful to me and also to my learners. I have learnt to combine/change the fractions to percentages by using the Edupeg books.

**REGION:** Eastern Cape: Grahamstown-Mariya Umama weThemba

**DATE:** 11 August 2009

Name of school	Pupil enrolment	Teachers & Principal
Mariya Umama weThemba	16	3
	<b>16</b>	<b>3</b>

There was much excitement at Umaria Umama We Themba, when I visited this small, after school facility, as they were celebrating their Fourth Birthday. I assisted June Walters to put up a birthday banner, and balloons were blown up, messages were written on these, and they were attractively displayed. Each child also received a single, small sweet to commemorate the day.

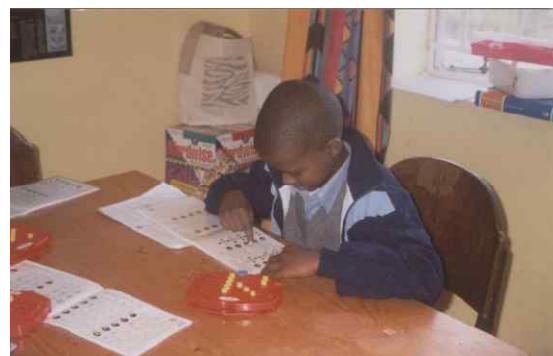
On arrival, the children all enjoy a snack and a drink, and they wash their hands, and clean their teeth, with each child having their own marked and designated tooth brush. There exists a warm camaraderie amongst these learners, and they all enjoyed their snack in the wintry sunshine, outside the classrooms.

I spent most of the afternoon with the middle group of children, as Matthew is away at a training course, which meant June needed to assist the older group. This older group was busy with project work, which June helped to explain, and discussions took place on how to fulfil the tasks set, and how these should be presented. Umaria Umama We Themba is also part of a "laptop" based, international computer project, and these laptops were utilized in the afternoon homework session of the older group.

The younger group were actively involved in perceptual development activities, that also included components of social development, (taking turns etc), as well as the development of focus and concentration. This is a happy little group, who are privileged to have the input and care of their very dedicated educator. The classroom is spotless, with attractive and appropriate posters and charts displayed on the walls, as well as some of the pupils' own work.

I assisted the middle group to complete their homework, which was a completely inappropriate activity to be done at home, as it required both a bathroom and a kitchen scale, neither of which I would imagine would be in the semi-rural homes of these children. I had brought two 500 gram packets of sugar beans with me, to give to the class as counters, so these proved to be very useful as the children were able to hold these packs and experience the mass of 1 kilogram, and then do some of the comparative questions set. We then opened the packs and used the beans as counters, with an Edupeg activity. It was most rewarding to note how quickly these children were able to master the set task, as they had the support of concrete "counters".

Having visited this project now on a number of occasions, one can't help but get the impression that little real teaching is done at the primary school that these children attend, and that tasks are set, which will require the support of parents and older siblings, to complete. Thus, the homework support provided at Umaria Umama We Themba is very valuable to these children. The children who attend this caring run after school facility are indeed fortunate to benefit from the scholastic and emotional support provided by their dedicated care givers.



Sincere thanks to our generous donors, for making this support intervention possible.

**REGION:** Eastern Cape: Imidushane  
**DATE:** 27-30 July + 3-7 August 2009

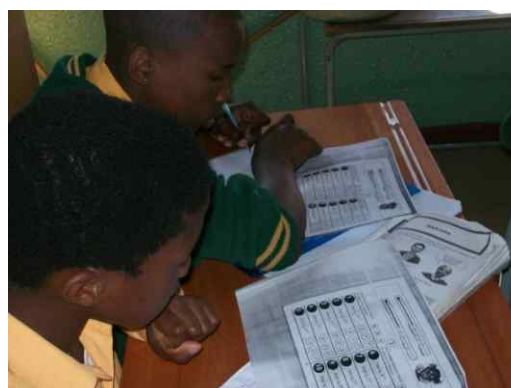
Name of school	Pupil enrolment	Teachers & Principal
Masele Higher Primary School	330	9
Ndileka Higher Primary School	162	8
Khalana Higher Primary School	177	8
Tamara Primary School	173	8
Tyeni Primary School	118	8
Nonibe Primary School	77	8
Sobi Higher Primary School	256	8
Bebule Primary School	61	7
Spruell Primary School	168	8
	<b>1724</b>	<b>80</b>

We were able to visit 8 of the 9 schools in this cluster. Ndileka Primary is still undergoing extensive renovations, and no visit was possible at this school. What is very positive is that the principal alerted us of the difficulties well in advance of our visit, and we were thus able to schedule a visit to another school in the King William's Town region.

What is also encouraging to note, is that many of these schools are neater, cleaner and better maintained than what we initially experienced in this cluster. Also, all schools are fenced, and some are experimenting with vegetable gardens. The care and maintenance of a vegetable garden is a valuable lifeskill for learners, and the produce can be used to supplement the school feeding programme. It is also pleasing to note that our trainers report that the learners are neat, clean and well dressed, in their school uniform, and that all children benefit from school feeding. As we so frequently experience in the more rural areas, these children are polite and courteous, and treat our trainers with respect.

Our trainers were received with great warmth at all of the schools visited, and lessons had been prepared for our trainers to watch. I am well pleased with the increased comprehension of the educators with regard to lesson preparation in general, and specifically, to the utilization of Edupeg as a resource. The learners uniformly loved working with the Edupeg resources, and their engagement displayed their enthusiasm and excitement of being actively involved in their own learning experience. What is also positive to note, is that the educators are encouraging their learners to verbalize more in the classroom situation, and to answer questions in full sentences. We have placed much emphasis on these aspects, and it is so very encouraging to see educators applying the techniques suggested, with such positive results.

Virtually all classrooms were neat and clean, and teachers are showing increased professionalism, where we see educational charts, and pupils' projects and work assignments displayed on the walls of the classroom. Learners are seated in groups, but differentiated teaching, to best support the varied ability levels of the learners, is not yet well established. Both Theresa and Vuyo spend a lot of time on this aspect of teaching, and both successfully modelled and demonstrated lessons using this teaching technique. Theresa also focused on the need for Foundation Phase learners to handle concrete equipment daily, when tackling mathematical tasks. It is very pleasing to note that some educators have obviously tried this teaching approach, and found it to be successful, and have continued this practice.





Our visit to this cluster was less impacted upon by Union Meetings, Memorial Services and general absenteeism than previously, which had a very positive impact on the visit in general. Both trainers were struck by the dedication and commitment of the educators in general, their willingness to engage with the Edupeg resources, and their enthusiasm to learn. Theresa's comment is that this is "the best cluster" that she has experienced this year!



We are grateful to our schools, all of whom prepared lessons and who greeted and accepted our trainers so positively. We thank Vuyo and Theresa for their dedication and commitment and for their quiet patience and perseverance. We thank too, our donors, for their commitment to this educational initiative, although globally, financial resources are exceedingly stretched.



Sincere thanks too, to our admin team, for their planning, administrative and logistical support.



## IMIDUSHANE

27 JULY – 7 AUGUST 2009

### PRINCIPAL COMMENTS

- Edupeg is an interesting programme but it takes a lot of time. It helps a lot at the end of the day.  
(Mr. G.P. Khosani – Masele Primary School)
- I have no problem with Edupeg. In my class, integration is easily done in all the Learning Areas.  
(Mrs. N.H. Ngcama – Kalana Primary School)
- It is a very interesting programme. It helps the school to have a variety of lessons. Learners enjoy the programme.  
(Mrs. A.M. Mancam – Tamara Primary School)
- Tyeni School finds this Edupeg programme fascinating and stimulating. This is qualified by the positive response, improved skills and overwhelming interest of both learners and educators.  
(Mr. Mchitheka – Tyeni Primary School)
- A very useful programme – thought provoking for learners – motivational – helps in advancing learners through a variety of exercises. Interesting, with increased awareness through pictures, etc.  
(V.G. Mdoda – Nonibe Higher Primary School)
- The teachers are very interested in Edupeg activities, but the problem is with the workload, e.g. CASS, to mention but a few.  
(V.A. Mlomzale – Sobi L/H Primary School)
- The whole school is happy to have this programme. It is useful, especially to the rural school. Keep on visiting us. Thank you.  
(Mr. M. Makapela – Bebule Primary School)
- We, the staff at Spruell School, have appreciated your coming. Although it was a busy week for us, as one of our educators is bereaved and another attended a workshop. We promise to try our best next time.  
(Mr. S.M. Mwahla – Spruell Primary School)

### TEACHER COMMENTS

- Edupeg works wonders in Numeracy. Pictures make things easier for the learners. Edupeg also supports integration across the Learning Areas.  
(Mrs. L.N. Matanga – Masele Primary School)
- Edupeg is very supportive. It is helpful in our teaching, and useful across the Learning Areas. We like it.  
(M.F. Mzananda – Masele Primary School)
- It helps me a lot, especially the pictures, which help me to show different things that sometimes I could not draw. It is also useful for Creative Writing. These resources helped me a lot.  
(N.C. Nzinyana – Masele Primary School)
- Edupeg helps us a lot in terms of referral and integration. It also helps to arouse interest in the learners, because its books contain pictures and the Edupeg peg board is easy to use, and the learners love it.  
(W. Wulana – Masele Primary School)

- We have many changes of staff so we need training every year to make these people, who are in for the first time, to understand.  
(Mrs. N. Ngcama – Kalana Primary School)
- This programme is very successful. It is going to be fruitful since it provides us with material. The books are fruitful. Our facilitator presents very well.  
(Mr. F.A. Vingcani – Kalana Primary School)
- This programme is good and it can help us to improve the skills, knowledge and speaking ability of our learners. It can also help us in group teaching and also peer assessment. It can make the learners feel free.  
(B.N. Mfenqe – Kalana Primary School)
- I have received an information about Edupeg and am hoping that it will help me. I thank you Edupeg for opening my eyes. I will present my lessons better next time. Thank you.  
(Z.C. Mdolomba – Kalana Primary School)
- The programme is impressive and it can fit alongside all the Learning Areas, especially with the pictures and problem solving activities. It can be of great help to the educators.  
(Mr. M. Nashwa – Kalana Primary School)
- Edupeg is helping me and learners a lot. There are lots of activities that the learners enjoy.  
(Miss L. Ngulwa – Tamara Primary School)
- Edupeg is an enjoyable programme. The educators and learners are enjoying it. It is easily followed by the learners. It is motivating the learners.  
(Miss E.N. Tshetu – Tamara Primary School)
- Edupeg is fun for children to use because they learn through play. It helps learners to communicate and solve problems for themselves.  
(Mrs. Z. Jubati-Pati – Tamara Primary School)
- I find the Edupeg programme very helpful, as it attracts/arouses learners' interest. Learners are enthusiastic when using these resources, because of the different, colourful pictures.  
(Mr. M. Mali – Tamara Primary School)
- Using Edupeg is making the work load easier because it is practical and the learners enjoy it, especially using the pegboard.  
(Miss N.G. Nkwentsha – Tyeni Primary School)
- This helped the class, for example in provoking thoughts. Every individual was active in the activity. The facilitator's advice was fruitful to me.  
(Mr.Z. Sinuka – Tyeni Primary School)
- From this I gained a lot, most especially in pupil activity. Understanding and enjoyment is more practicable when using the Edupeg equipment, thus making Maths easier.  
(Miss F.X. Barnes – Tyeni Primary School)
- It is nice to use this approach and also challenging to the learners. They are happy.  
(N.J. Bashmali – Nonible Primary School)
- It is very good to use the Edupeg material, because all the Outcomes and Assessment Standards come out, and learners enjoy using these resources.  
(Miss E. Qinga – Nonibe Primary School)
- I am very thankful to Edupeg for having introduced this project to us, because the learners are enjoying the lessons introduced using Edupeg.  
(Miss Nonzinyana – Nonibe Primary School)

- The programme is designed to help and assist the learners to be highly active participants in the lesson. It also makes easy ways of preparing a lesson. Group work is encouraged. It is helpful.  
(Miss T. Tshangela – Nonibe Primary School)
- Edupeg books assist us greatly. Constant use of the books can help learners and educators to achieve their goals.  
(Mr. S. Belu – Nonibe Primary School)
- This is a good programme to work on when followed closely. It assists us (educators) with a variety of exercises. Calculation skills are also promoted. Pictures used are thought provoking and interest the learners.  
(Mr. V. Mdoda – Nonibe Primary School)
- Thanks for visiting our school. I now enjoy using Edupeg. I had an attitude, but that is all in the past. Edupeg adds to the resources I have. Please come again.  
(Miss G.N. Mdikane – Sobi Higher Primary School)
- Edupeg is very useful to me. It helps me introduce different activities. I always give my learners Edupeg work to do when I am busy. Thanks a lot for your suggestions.  
(Miss P.L. Mdoda – Sobi Primary School)
- This programme is good for educators as well as for the learners. The learners enjoy it very much because it helps them to learn while they playing.  
(Miss L. Gaika – Bebule Primary School)
- This programme helps us teachers to use different types of books. It also motivates teachers how to present a lesson.  
(Mr. M. Ndleleni – Bebule Primary School)
- Thank you Edupeg. Your books also help is when teaching Life Orientation and Social Sciences. I did not know that I can do a lesson without using pegboards. Now I know. Thanks.  
(Miss P. Qobosha – Bebule Primary School)
- The project Edupeg is helping us to develop and motivate the learners in Maths. The learners enjoy it.  
(Miss Mafanya – Spruell Primary School)
- Learners enjoyed discussing the pictures in the Edupeg books. As a result, the come out with various ideas. Edupeg books also help us to integrate with other Learning Areas.  
(Mrs. N.F. Mbambo – Spruell Primary School)
- Edupeg gives me first widened knowledge and understanding. The learners also enjoy the lesson when we use this resource and they like the activities, because when they play, the more they understand.  
(Miss N.R. Daweti – Spruell Primary School)
- The programme is very useful. It makes children very active and they feel they are part of the lesson. Learners enjoy “reading” through pictures, and they love it.  
(Mr. M.A. Boqwana – Spruell Primary School)