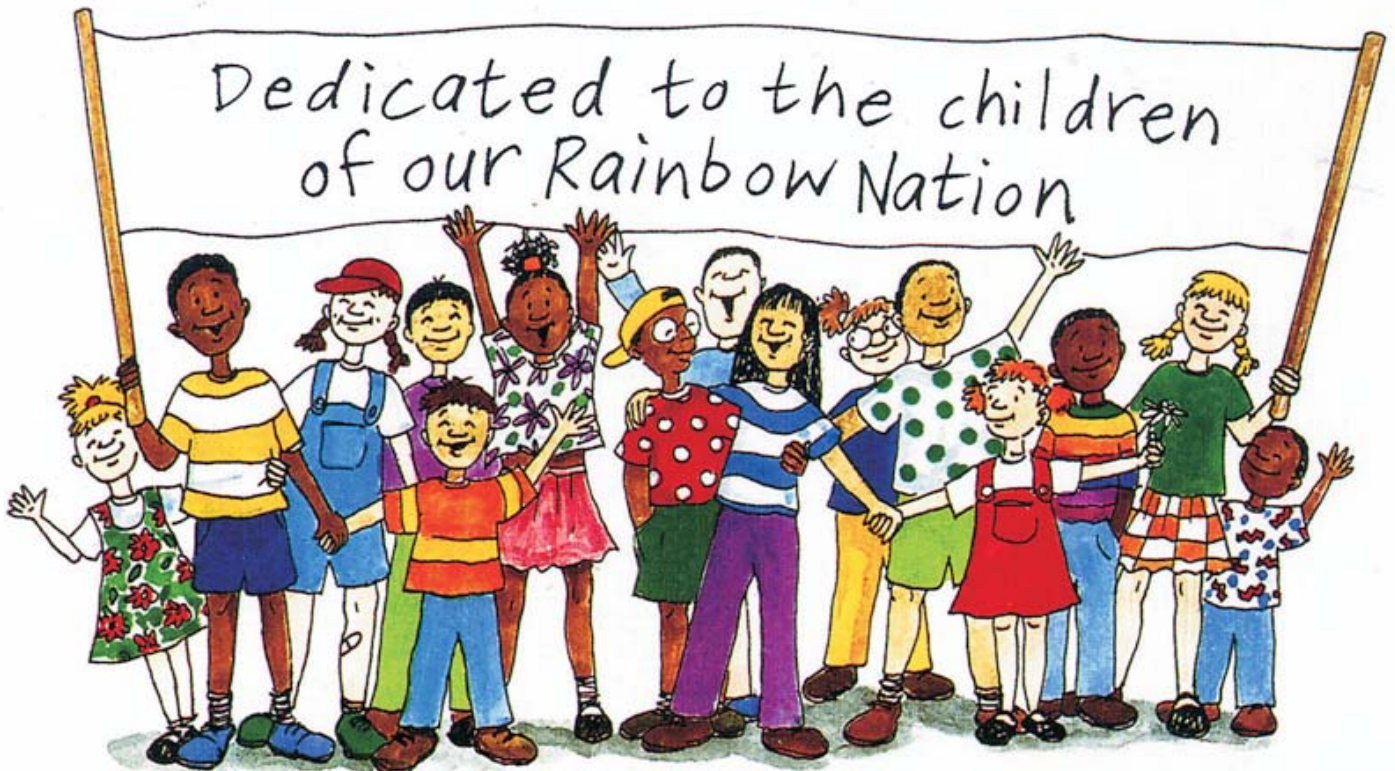




Edu-peg

# 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**

**KWA-ZULU NATAL**



**REGION:** Kwa-Zulu Natal - Hilton  
**DATE:** 28 July 2009

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

We have been privileged to be able to assist this school monthly, during the third term. There has been a change of educators at the school, which has necessitated that Sibongile and Nomvuzo, do demonstration lessons for the educators. This little school is very fortunate in that there are a number of support initiatives into the school, from more affluent private schools in Hilton, as well as a church group. The school itself is positioned on a very generous piece of property, and is securely fenced. The classrooms are neat, clean and tidy, and the support interventions obviously encourage classroom wall displays of pupils' work, as well as the appropriate use of charts and posters.

Multi-grade teaching is being practiced at this school, which is a fairly challenging situation for many educators. Planning lessons to meet the developmental and educational needs across three grades, is very demanding, and takes much planning and organisation, as well as educational knowledge, skill and awareness. Both Sibongile and Nomvuzo, have been assisting educators with this task, and demonstrating how our resources can be well utilised in such a situation. Two grade groups can be given written activities/interactive group work to complete, while the educator works with a single grade group. This style of teaching is not easy to perfect, and in this instance, there appears to be an additional complication in that quite a high proportion of the children appear to be very restless, disruptive and find settling to a task difficult, as they are very easily distracted.

Both Sibongile and Nomvuzo have demonstrated and advocated firm and fair teaching practice, where the children are expected to demonstrate respect towards the educator, as well as to their peer group.

We will need to continue to support this school and we have given them the training dates for the fourth quarter.

Sincere thanks to our donors for the generous funding that has made this support intervention possible, and to our dedicated training and administrative teams, for their input and assistance.



## **HILTON**

28-07-2009; 28.08.2009 & 14.09.09

### **PRINCIPAL COMMENTS:**

- The material is useful and it develops perceptual and thinking skills.  
(Mrs. N.G. Zuma - Mountain Home Primary School)
- This programme is very helpful to us since we are teaching multi-grade in multi-phase classes. We find it much easier to teach our learners.  
(Mrs. N.G. Zuma - Mountain Home Primary School)

### **TEACHER COMMENTS:**

- The demonstration was well presented and the material used was easy and clear for the level of the learners. Learners enjoy working with the material  
(A.M.T. Zuma - Mountain Home Primary School)
- I think these materials are useful and effective and I wish that they could be used in all schools. All learners participate and enjoy the lesson.  
(Mrs. E.N. Makhanya - Mountain Home Primary School)
- The facilitators are helping us a lot. This programme is relevant to our curriculum needs and it shows us how to integrate all the Learning Areas.  
(Mrs. N.G. Zuma – Mountain Home Primary School)
- The demonstration and activities were interesting and also the learners enjoy doing Edupeg. The facilitator explains clearly to the learners.  
(A.M.T. Zuma - Mountain Home Primary School)
- These resources helped learners a lot. Learners are active when they are using Edupeg.  
(Mrs. E.N. Makhanya - Mountain Home Primary School)
- The demonstration was clear and well presented to the learners, even to the educator it is more clear now. Learners enjoyed the programme. Keep it up for such a good demonstration.  
(A.M.T. Zuma – Mountain Home Primary School)

**REGION:** Kwa-Zulu Natal: Isandlwana  
**DATE:** 7-11 September 2009

Name of school	Pupil enrolment	Teachers & Principal
Isandlwana Primary School	321	9
Nhloya Primary School	277	10
Cebelihle Primary School	178	6
Mampugna Primary School	391	10
Buhlebamangwe Primary School	370	9
Mhlazane Primary School	456	8
	<b>1993</b>	<b>52</b>



The patience and sensitivity that Irma and Shirley display when working with both educators and learners at the Isandlwana schools has culminated in mutual relationships of trust and respect. Educators are well aware that our visits are support visits, and that we are present in the six schools to guide, develop and motivate teachers and to assist them to strengthen their teaching skills and methods. What has been most uplifting to see, is that many of the schools that we support, have been further assisted by The Rattray Foundation. This support has been physical, as in the building of classrooms and toilets, professional, as in workshops to explain the NCS (National Curriculum Statement) and OBE (Outcomes Based Education), as well as The Foundation for Learning documentation. With poverty and unemployment on the increase, the desperation of the community (or adjacent communities) has resulted in an increase in vandalism of schools. The Rattray Foundation has also supplied guards to better protect the schools. The physically improved buildings (at some schools), mobile toilets, school guards, stationery for learners and a potential computer lab (at Isandlwana Primary), were great additions to be aware of, courtesy of The Rattray Foundation.

Irma and Shirley invited Ben Henderson and Nomusa Njapa to tea at Isandlwana Lodge, where they were able to share what we are doing in the schools and to get clarity on the workshop schedules, so that our support interventions do not clash with each other. This was a very positive interaction. Shirley attended one of the workshops and discussed with Nomusa, that although OBE (Outcomes Based Education) has been implemented nationally for ± 14 years, due to the remoteness of this school cluster this could well be the first time that educators are exposed to workshops dedicated to this teaching method. We look forward to a mutually beneficial liaison with Ben and Nomusa.

Shirley and Irma both commented on the courtesy and respect of the learners (with the exception of Cebelihle Primary) and their eagerness and willingness to learn. Although the learners' English is not well established, and these children were a little shy initially, they were eager to learn and to participate in the set activities.

The obedience and patience of the learners and their willingness to learn makes demonstrating/supporting teachers in their classrooms very much more productive. Emphasis was placed on the importance of learners understanding the set task, and how the picture and/or graphical representatives/rubrics in Edupeg, can assist the learners. Visual as well as auditory learning was stressed.

Poor understanding of the task results in what we frequently observe - copying (by the weaker students) and general classroom disruption, as learners are unsure how to proceed. (Educators then use much time and energy disciplining these large classes - usually 50+ students). Pupils are often seated in groups, but much of the teaching is led from the front, with calculations and answers being obtained in unison (with the weaker learners as passengers!).



Working in smaller, more manageable groups, with the learners in ability groups, was again demonstrated and/or discussed. Working slowly and methodically with learners, where they needed to try, to think and apply their knowledge as well as the information provided, was strongly encouraged. Again, it was very affecting to experience the sheer joy of the children, when they themselves solved the problem. Often learners have complete reliance on memory, to give them the correct answer, a method that obviously does not always serve them well. Many learners initially virtually gave up, as they perceived the question to be more difficult than it actually was. They also guessed, rather than applied the knowledge given. We need to recognise that these learners are frequently accustomed to waiting for instructions, including the information and methods, and prompts, and often answers (from the educator). In the presence of our trainers, the learners' ability improved dramatically, once the children had understood the question (and where Irma and Shirley often incorporated a picture to promote understanding). What followed was the satisfying "hum" of a busy classroom. Additionally, opportunities were then created to support the weaker learners, who frequently appear to be left to their own devices (particularly in the crucial Foundation Phase). Seating children of similar ability in one area, makes assisting these learners so very much easier, and possible.



Emphasis was also placed on neat and accurate recording of work, and the importance of this. Additionally the need for learners to themselves engage with reading activities, was stressed, and that pupils needed to be supported to read for meaning and understanding. The importance of assessing the understanding that learners had of a concept, before moving forward, was stressed, as was the importance and need to do corrections.



The challenges in this cluster are many. We do see some schools, where the principal and educators are motivated, dedicated and committed to their task. We see educators who have used their own money to purchase educational posters and charts, to make the learning environment of their pupils more attractive and more conducive to learning. We see teachers "on time and on task", and neat, clean classrooms (and schools). And we also see schools in a state of general untidiness and disrepair, where teachers depart very easily to attend workshops and where teaching itself seems to be somewhat neglected.



This was, I feel, however, a very productive week. Sincere thanks to our generous donors, who have once again ensured that we have funding to fulfil our work in this remote and somewhat neglected community. Thanks too to Shirley and Irma, for their dedication, sensitivity and care; (Shirley gave away her own reading glasses to a teacher who has poor eyesight); to Elizabeth Dlamini of The Wild Foundation and the Isandlwana Tribal Trust, for their support; to Isandlwana Lodge, for their courtesy, consideration and generosity, and to our little admin team, who are committed to the processes to ensure a successful training intervention and finally to the KZN Department of Education, who generously allow us access to their schools.



PRINCIPAL COMMENTS

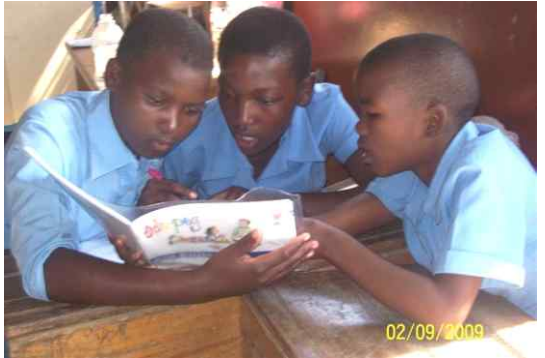
- In as far as I am concerned the facilitators are doing a very good job developing our educators. (Mr M Ntshangase – Isandlwana Primary School)
- Edupeg facilitators are very good. Edupeg books and pegboards are good resources, especially in mathematics. Thank you so much. Keep it up. (Ms TP Ngubo – Nhloya Primary School)
- Your curriculum support is really appreciated. Our learners again a lot. Keep up your wonderful work. (Ms M Mlambo – Cebehlile Primary School)
- Your support is appreciated. Learners enjoy Edupeg lessons. Siyabonga! (Mrs Shabangu – Mampugna Primary School)
- We do appreciate the support. We benefit a lot in teaching and learning for learners. We still have a need. Thanks a lot. (Ms Mazibuko – Buhlebamangwe Primary School)
- Thank you very much for developing us in using Edupeg. Your assistance is very much appreciated. Keep it up!! (Mrs V Shota – Mhlazane Primary School)

TEACHER COMMENTS

- They must continue helping us and follow up this help by assisting us to do the work. Edupeg books are good for our learners because they have pictures. Learners love to see things or touch them. (VZ Zulu – Isandlwana Primary School)
- The Edupeg facilitators are so nice to our young learners. The materials are so attractive and countable, and they have bright colours. Our learners love so much bright colours. I am now more effective and positive as I have activities as well as the counters you gave us. Thanks a lot and come again. (ET Tsetetsi – Isandlwana Primary School)
- Edupeg is very useful to us as educators and learners. Please keep it up and continue to visit us. We gain a lot. May you please visit us every quarter of the year. (SR Ntombela – Isandlwana Primary School)
- This is very interesting because the learners understand maths very well using the Edupeg books. I also learn more. (Ms OP Sibisi – Isandlwana Primary School)
- Thank you for your contributions to us. Your books makes things easy for us. The most important things are good comments from our facilitator, Shirley. She taught me how to divide my class according to the learners' performance. (Ms NT Mazibuko – Isandlwana Primary School)
- I get encouragement and support from the facilitator. She likes her work and she likes the learners also. (Ms B Sibisi – Isandlwana Primary School)
- Edupeg is the best resource in our school. This is going to enlighten our learners in a true and progressive education to achieve higher standards and levels in the future. (M Dube – Nhloya Primary School)
- Edupeg helps us as educators a lot. It shows us the easy way to teach. Even the learners benefit a lot. Thank you very much. (Ms LEM Miya – Nhloya Primary School)
- I like Edupeg and the learners enjoy using these resources. (TM Vilakazi – Nhloya Primary School)
- Thank you very much for developing me in my teaching. You have made a difference. I think next time I will show improvements. (Ms TV Nhlagothi – Nhloya Primary School)
- Thank you very much for your support. It was a great pleasure to share my lesson with you. You really develop us with your Edupeg resources. (Ms Buthelezi – Nhloya Primary School)
- Edupeg provides the easiest methods to develop learners' knowledge and skills. I need any chance to develop myself as a teacher to better support my learners. Easier understanding of maths is a result of using the Edupeg books. (Mr M Mazibuko – Cebehlile Primary School)
- Thank you for Edupeg. This programme tells us a lot. It is a good activity for our learners during teaching and it has provided good learning aids. (BH Qwabe – Mampugna Primary School)
- I like Edupeg because it gives us many methods of teaching and our learners are able to gain more skills. I like it so much. (Ms SN Mthemba – Mampugna Primary School)
- Mrs du Plessis helps me a lot to help learners in mental work and the mathematics concepts. (Ms DZ Simelane – Mampugna Primary School)
- Edupeg is helping a lot, if you use the material they have given you. It also makes a teacher to be creative and to develop their thinking skills. Even the learners enjoy the lessons. (Ms SS Buthelezi – Mhlazane Primary School)
- I enjoy Edupeg classes because it develops us in teaching and learning. It provides us with teaching material, e.g. pencil, counters, exercise books, etc. (NT Zulu – Mhlazane Primary School)
- Mrs Shirley helps me a lot in teaching the learners, and also in my lesson planning. There are things that I'm not clear about. Thank you very much. God bless. (Mrs GZ Mbuli – Mhlazane Primary School)
- I am very much happy to get more development in teaching and learning and now I feel proud. (Ms Mazibuko – Mhlazane Primary School)

**REGION:** Kwa-Zulu Natal: Ndwedwe  
**DATE:** 26-31 August + 1-11 September 2009 **Teachers &**

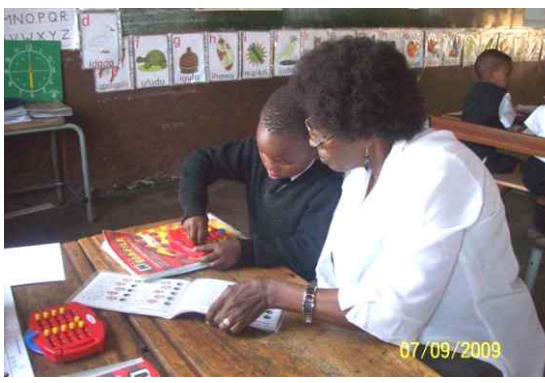
Name of school	Pupil enrolment	Principal
Amatata Primary School	351	9
Emakheni Primary School	210	8
Hawa Primary School	97	3
Ingcukwini Primary School	260	6
Kwa Jessop Primary School	342	8
Kwa Simamane Primary School	205	8
Maphephetha Higher Primary	235	9
MI Paruk Primary School	117	5
Mqedi Primary School	214	8
Ubuhlebemfundo Primary School	242	8
Umsunduze Primary School	321	6
Uphiso Primary School	238	9
Zubane Primary School	174	5
<b>3006</b>	<b>92</b>	



Many of the schools in this cluster are extremely remote, and the access roads are in very poor condition. These roads become dangerous and virtually un-passable following heavy rains, and in fact our scheduled visit to MI Paruk Primary had to be cancelled as vehicles had become imbedded in the mud, blocking road access and teachers were unable to get to school.



Many of these schools are in very poor states of repair, with urgent maintenance required. At Kwa Jessop Primary, the roof of the library had been blown off (in the windstorm experienced at Emakheni Primary). Many classrooms are reported to have broken desks and/or inadequate desks.



Frequently, criticism of principals and educators is often inclusively verbalised, with "all", being collectively negatively categorized and which is not always applicable. At Umsunduze Primary, the principal took the initiative to fence the school. This is a no-fee paying school, which is completely reliant on the funding granted to them by the government, which is frequently paid late. At Hawa Primary, a school situated in an extremely remote location, the very pro-active principal has initiated food parcels to be delivered to the people in the community, as unemployment is rife, as are the associated indicators of poverty. The school has a lush and well tended vegetable garden. Mr Khuzawayo has also taught the pupils how to establish vegetable gardens at their homes, and has supported the children with this initiative. Sibongile wrote of a teacher at Umsunduze Primary: "The educator radiated warmth and kindness in her class". Many educators in this cluster are reported to be very dedicated to their task, although they may be limited by their skills and capacity.



It was obvious at a number of schools, that when the learners are tasked with completing written work, they struggle due to their inability to read. Kwa-Zulu Natal has been very pro-active with regard to literacy and almost all Foundation Phase and Intermediate Phase classrooms that we visit, do have reading corners which are used, but the level of reading remains low, with many children lacking the ability to read for meaning.



Many teachers have embraced teaching methods, where multiple activities are given to the learners. These are not always differentiated according to learner ability however. What is encouraging, is to see teachers thinking and planning more. Additionally we now see teachers moving around the classroom, attending to group or individual needs. (Previously teachers sat at their desks when a written/group work activity was set).

One cannot help but be affected by the learners in these rural/semi-rural schools, and by association, their parents or the community. Poverty is endemic to this region, yet the children are neatly dressed, and their school uniforms are clean, although they may well be patched and mended. The pupils are courteous and polite and although they endure great challenges daily, their faces are frequently wreathed with smiles.

The location of their schools, the lack of resources in their schools (including electricity and sanitation, but extending to a library, laboratories and computer centres), all limits their access to an education that will enable them the possibility to break their cycle of poverty.

The terrifying windstorm experienced when our trainers were at Emakheni Primary, left learners anxious about the safety of their families at home and their meager possessions. These children have the odds so stacked against them and yet so many children continue to strive to achieve, in a system which has in many ways, fundamentally let them down.

Management, leadership, structure and organisation are crucial for successful functioning of a school. It was disturbing that 50 % of principals were absent during our visits. All were at legitimate work related activities, but attendance at these external meetings also inhibits the time that principals have available to see to the effective functioning of their own school.

Our trainers were able to observe a number of very pleasing lessons, and were able to demonstrate, assist and advise in many instances. The relationship that has been developed with the educators with whom Sibongile and Kiviet work, is one of mutual trust and respect, and this is very advantageous to the development process.

We still have much to achieve in this cluster, and we will need to continue our support to these schools. Thanks go to Sibongile and Nomvuzo, for their patience, wisdom and sensitive training approach. Thobelani must be commended for his safe driving skills, as road conditions during this visit were particularly challenging.

Thanks too to the Kwa-Zulu Natal Department of Education, for allowing us access to the schools. We sincerely thank our donors for their generous funding, and thanks to our small, yet efficient administrative team for their input.



PRINCIPAL COMMENTS:

- We always welcome and appreciate the visit by the Edupeg officials. Using Edupeg contributes a lot towards achieving our set goals. (M. Hlongwa – Amatata Primary School)
- The programme is very interesting and easy to use. Learners find it easy to work with. Thanks to Edupeg. (N.M. Msomi – Kwa Simamane Primary School)
- Edupeg helps the school to develop the fluency in learners. It develops self-confidence in both learners and educators. It is a skilful programme. (Mrs L. Simamane – Zubane Primary School)
- It is a fruitful exercise; we are delighted with the (exercise) support. (M.E. Somi Umsunduze Senior Primary School)
- The school appreciates the intervention with the Edupeg programme. The material you provided us with is user friendly to both educators and learners and helps the improvement of learner performance. (N.D. Shangase – Ubuhlebemfundo Primary School)
- We are very happy about and with the Edupeg team input in our teaching, which makes it so enjoyable to the learners. May it be possible that we are given certificates for our portfolios. (Mr M. Khoza – Kwa Jessop Primary School)
- We thank you very much for your support material (Edupeg) and also your visits, which aim at empowering our educators. We hope to see you more. (Mr D. Qwade – Emakheni Combined Primary School)
- The matter found in your books is relevant to the Learning Areas. I'm going to use your material during my IQMS evaluation. Thanks. (Mr J. Khuzwayo – Hawa Senior Primary School)
- Since Edupeg started to be our project in our school, the performance of our learners is improving. Learners and educators do enjoy Edupeg. Some are too fast in calculations. (Miss Z. Mnguni – Mqedi Senior Primary School)

TEACHER COMMENTS:

- Edupeg gives us a lot of activities that we use as integration in all Learning Areas. (R.Z.N. Jali – Amatata Primary School)
- As a new educator [it is my first day], Edupeg is good and it has opened my mind. (D. Gumede – Amatata Primary School)
- We thank the facilitators for educating us on using the Edupeg books and encouraging us to use the books, which are more relevant to the learners' activities. (Mrs. Khambule – Amatata Primary School)
- These books have got everything you need. From my facilitator, I gain more information. (N.H. Gwala – Amatata Primary School)
- Edupeg, as a resource, is wonderful. It helps in recapitulating a lesson. What is more interesting about it is that it appeals to learners. They love it! (T.C. Nzimande – Ingcukwini Primary School)
- I do use Edupeg. I need another visit by the facilitators. (B.C. Gumede – Ingcukwini Primary School)
- I think that Edupeg is equipping educators a lot and that benefits learners at the end of the day. I would like Edupeg to keep on visiting us, as we gain a lot. (N. Nokwe – Intongela Primary School)
- Mrs Godlwana assisted us with the Resource Book and demonstrated for us from books 9-20. We used the Milestones work programme for activities. (V.B. Blose – Kwasimamane Primary School)
- We are grateful for the material. It is wonderful. The learners and educators are really impressed. The pictures assist in language, etc. We have a shortage of these materials, especially books in English and Zulu. (C.L. Sivetye – Kwa Simamane Primary School)
- We need more resources for Edupeg. (N.M. Khuluse – Kwa Simamane Primary School)
- Edupeg is a nice programme for our learners, because they are using eye-hand co-ordination when they are working. It is helping us a lot as it goes hand in hand with RNCS. (M.N. Shoji – Zubane Junior Primary School)
- It is a good programme that provides learners with practical skills and new knowledge. It is a time saving programme. As educators, we are able to integrate with all Learning Areas. (Z.M. Mzobe - Zubane Junior Primary School)
- Edupeg helps our learners to speak the English language with fluency and good evidence. Learners can express themselves the way they wish and their skills have been developed. (Miss T.T. Mbotho – Zubane Primary School)
- The learners are happy with Edupeg. They are all participating. Edupeg also helps the learners to read the instructions by themselves. (B.T.G. Gumede – Zubane Primary School)
- Edupeg resources are very helpful to me to work with. Learners also get information quickly because what is being taught is there in their books. They get information very easily. (Mrs C.S. Ngubane – Umsunduze Senior Primary School)
- The standard of Edupeg should be improved and workshops should be organised regularly to familiarise educators with Edupeg. (B.V. Sibisi – Umsunduze Primary School)
- Edupeg is very useful to our learners. They can do sums on their own. They enjoy using the pegboards. They can help each other if someone encounters a problem. Thank you very much. (M.B. Ndlovu – Ubuhlebemfundo Primary School)
- The material you provided us with is user friendly to both educators and learners. Thank you. (T.N. Kubheka – Ubuhlebemfundo Primary School)
- I thank you for giving us such support. We do have problems because our school does not have enough resources. We still need more resources and a library to help our learners to get a better education. (B.A. Ngcobo – Ubuhlebemfundo Primary School)

- Our school is in a deep rural area. Our learners are not exposed to libraries. We need a central library, materials and resource books to start a library to encourage learners to read. (G.E. Kleinbooi - Ubuhlebemfundo Primary School)
- I have learnt a lot about how to use Edupeg in other Learning Areas, with the assistance of Edupeg, which the learners enjoy. (T.E. Tshabalala – Kwa Jessop Primary School)
- Thanks for your visits, we gain a lot. May we have certificates as proof of participation so that we enhance our professional development portfolios. Also, our library needs renovation, please help us!! (Mrs H.L. Nkomo – Kwa Jessop Primary School)
- It's fun to work with Edupeg as far as learners are concerned. They are learning Numeracy in a different way where they discover things for themselves, mentally and practically. (Ms R.N. Mdlaka – Kwa Jessop Primary School)
- Edupeg is a good activity. It makes learners observe their mistakes easily, and each and everyone can gain self confidence. Sometimes if you tell learners that they are wrong, they can't understand but with Edupeg everything is clear. (T.C. Gumede – Kwa Jessop Primary School)
- May we have something tangible such as certificates as evidence for our portfolios. A resource centre such as a library will be appreciated. Edupeg is enjoyable and easy. (Miss M.F. Mkhize – Kwa Jessop Primary School)
- This is a wonderful programme. It is easy to use and fun. It is good for our learners because of the pictures and pegboards. (N.J. Jali – Kwa Jessop Primary School)
- Edupeg is resourceful. We, the educators, and the learners benefit a lot. The equipment makes the learners enjoy the lesson. (S.G. Mkhize – Emakheni Primary School)
- I like Edupeg because it assists the teacher to get more activities. (K.A. Magwaza – Emakheni Primary School)
- The programme is great. It helps to develop different skills in learners, e.g. identifying, grouping, calculating, etc. The material is user friendly. The learners are actively involved. It arouses their interest. (F.N. Shezi – Emakheni Primary School)
- Edupeg is very helpful. It helps a lot in group activities. Learners enjoy doing Edupeg activities. (E.D.V. Nzama – Hawa Senior Primary School)
- The project Edupeg helps the learners and educators. Learners are now able to work in groups and as individuals during their leisure time. (P.B. Nkomo – Mqedi Senior Primary School)
- Edupeg is so important to us because it makes our learners participate in the activities, even the shy ones, they get a chance. (N.M. Msomi – Mqedi Senior Primary School)
- The learners enjoyed the lesson. They referred to a picture to choose their answers on the pegboard. Reasoning skills were a challenge for them. (Mrs S.E. Zikala – Mqedi Senior Primary School)

**REGION:** Kwa-Zulu Natal: Camperdown  
**DATE:** 17-25 August 2009

Name of school	Pupil enrolment	Teachers & Principal
Charles Memorial Primary School	559	13
Georgedale Primary School	1519	29
Ingede Primary School	776	19
Fredville Primary School	688	14
Intongela Primary School	507	14
Camperdown Primary School	173	8
	<b>4222</b>	<b>97</b>

What is very evident in the schools that we visit in Kwa-Zulu Natal, is the care and attention to detail that is given to the school grounds and gardens. Caring for the physical surrounds of the school, displays a respect for and care of, the broader learning environment, which is good for the learners to experience. The attractive gardens also create a positive ambience, that elevates and promotes positivity. The lush vegetable gardens in our KZN schools, are rich sources of fresh vitamin-packed food sources, that can be included in the school feeding meals, to further nourish the children.

Almost all of the schools that we visit in the Camperdown District, could benefit from refurbishment and maintenance, and we hope that the schools will soon be on the KZN Department of Education, and KZN Department of Public Works, schedule, for such benefit. Non-withstanding the often poor physical condition of the buildings, the principals, educators and learners at these establishments are proud of, and committed to their schools.

The educators and learners are always neatly, attractively and appropriately dressed, and the learners are always respectful and courteous towards our trainers. In the KZN schools, reading areas are well established, and used, in both Foundation Phase and Intermediate Phase classrooms. We are delighted to see that Intongela Primary has a computer room, and that their library is almost complete! Camperdown Primary are still enjoying the benefit of their swimming pool. Enrolment at most of our Camperdown schools is very high, and our trainers report that many of the classrooms, in all phases, are very overcrowded. Managing the present curriculum, with very large classes, and very limited resources, remains a constant challenge for our educators. When one adds the varying skills level and capacity of both educators and learners, the difficulties become even more pronounced.

Sibongile and Nomvuzo were able to observe a number of very creative and well planned lessons in this circuit. Educators are finding the departmental planning and support documentation very beneficial, and teachers are becoming more skilled and proficient at finding exercises and activities in the Edupeg books, to correlate with the curriculum. Personally, I am quite amazed at the creativity of the educators, and their interpretation of the resources - the resulting lessons have been a triumph!

During the lessons that were observed, it was noted that: reading, writing, matching, comparing, and critical thinking skills were all developed.

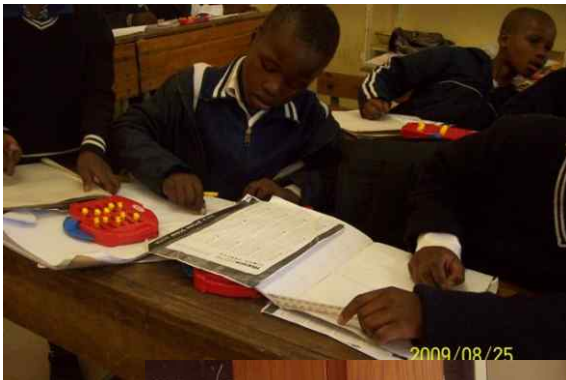
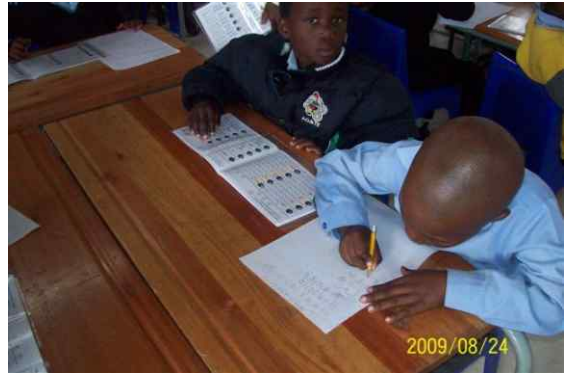


Additionally, concentration was enhanced. Learners were actively engaged in almost all aspects of the lessons, and healthy competitive skills were observed during the group work sessions. Uniformly, group feedback was enjoyed by the class, with often vigorous debate. In some of the maths lessons I was thrilled with the skills that the learners gained with regard to budgets, and also the two maths lessons which included VAT (Value Added Tax), percentages, profit, loss and interest. I have learnt much from these dedicated KZN teachers!

Some educators are new at their schools, some needed refresher courses and yet others were unsure of how to integrate our resources across Learning Areas, other than Maths. Our trainers successfully ran a number of mini-workshops, at the end of which, the educators appeared very much more confident.

We do still face some challenges. Not all educators wish to engage with our resources, and we very reluctantly have removed our materials from Fredville Primary. Training costs need to be considered when one is dealing with obstructive educators, and although ultimately the learners suffer, leaving resources, unused in schools, is of zero value.

Special thanks to the KZN Department of Education for their valued support; to our generous donors for their funding; to our trainers for their dedication, patience, professionalism and creativity; and to our administrative team for all the crucial preparatory work that precedes every training visit.



## CAMPERDOWN

17-21 08.2009

### PRINCIPAL COMMENTS:

- Thank you very much for the officials who come and visit us. We appreciate their support and development. Educators, as well as learners, are very busy and much excited with the knowledge and skills they get from Edupeg.  
(Mrs. S.F. Mazibuko – Charles Memorial Primary School)
- We really appreciate the support you give us. Please continue giving us guidance.  
(G.T. Kubeka [Acting] – Geogedale Primary School)
- On behalf of Ingede staff, I would like to thank Edupeg for supplying us with the material and workshop, as well as the support they give.  
(M.A. Magadla – Ingede Senior Primary School)
- More visits are requested so as to help educators who have not yet mastered the usage of Edupeg resources. Thanks for being part of our school; we would like to see you more!  
(L.B. Shamase – Intongela Primary School)
- Mrs. Kiviet visited the school and observed classes in the Foundation Phase and the Intermediate Phase. She also left some workbooks for the educators to use. We enjoyed her visit.  
(Mrs. S.N. Mchunu – Camperdown Combined Primary School)

### TEACHER COMMENTS:

- Learners enjoy doing the activities. As a teacher, I find these very valuable resources and the activities are fun and use less time to prepare a lesson.  
(Miss Bhengu – Charles Memorial Primary School)
- The facilitator attended the lesson while it was presented. The learners were active. She appreciated and assisted the learners.  
(N.P. Magubane – Charles Memorial Primary School)
- I enjoyed Edupeg very much. It was an “eye opener”. I find it useful and interesting. I also found out that Edupeg integrates with all Learning Areas and the learners enjoyed it.  
(Mrs. E.B. Meyiwa – Charles Memorial Primary School)
- Edupeg helps us a lot in our school. Learners are enthusiastic because it integrates with other Learning Areas effectively.  
(N.W. Mkhize – Geogedale Primary School)
- Edupeg lessons were very interesting. We have a shortage of pegboards. We do not use Edupeg every time we teach.  
(L.V. Msweti – Geogedale Primary School)
- I was very pleased to work with Edupeg. I now realise that I can use this resource and Learning Areas integrate easily. The learners enjoy operating the pegboards. The booklet instructions are simple and straightforward.  
(P.M. Gcwabaza – Geogedale Primary School)
- Edupeg is very informative and interesting to the learners. We enjoy learning when learners are searching for knowledge and working on their own. So Edupeg is the best teaching material.  
(Miss Z.C. Miya - Geogedale Primary School)
- The interaction between myself and Ms. Kiviet was very informative. I learnt a lot about how to use the Edupeg kit to good effect, for the benefit of my learners.  
(Mr. R.T Mthembu – Geogedale Primary School)

- Edupeg worked wonders with my lesson. I did not know that every Learning Area can be done using Edupeg. I think we need more material and, as from today, I will use Edupeg material in all my Learning Areas.  
(E.F. Mkhize – Geogedale Primary School)
- Edupeg is a good activity work. Learners enjoy working with it. It encourages group work. Even the lazy ones do participate actively. The problem is that the activity books are limited in a way that learners cannot do individual work; only group work is possible [because more work books are needed].  
(Mrs. N.D. Ndaba – Ingede Senior Primary School)
- I think Edupeg is a very useful exercise, preparing learners to think logically and scientifically in solving problems encountered in their Learning Areas.  
(Mrs. T.T. Sithole – Ingede Senior Primary School)
- Edupeg supports learners with how to apply maths concepts. The books are most relevant to maths education.  
(S.M. Mdletshe – Ingede Senior Primary School)
- Edupeg is good and motivating for children [learners]. I like the way it is presented.  
(J.P. Mchunu – Intongela Junior Primary School)
- Edupeg is good and motivating for both educator and learners.  
(G.ER. Mbongwa – Intongela Junior Primary School)
- An excellent demonstration taught with a steady pace. All learners were actively involved and, as an educator, I gained a lot from Edupeg.  
(Miss T.N. Mzimande – Intongela Junior Primary School)
- The lesson was very excellent. The presentation was specific, thoughtful and well understood by the learners. The facilitator's attitude was good and nice.  
(Mrs T. Ndulini – Intongela Primary School)
- The facilitator has all the knowledge of the Grade 3 work. She showed me how to use the programme. Daily preparation was done, together with Edupeg and the Resource Book, as well as the relevant book numbers.  
(Z.M. Mthalane – Intongela Primary School)
- The facilitator was good. She did her work very well. She knew which book to use for subtraction and addition and she use the Resource Book effectively.  
(P.T. Gasa – Intongela Primary School)
- The facilitator was actively involved in a lesson. The learners really enjoyed using the pegboards and the lesson was fruitful.  
(C.T. Magubane – Camperdown Primary School)
- Insufficient resources make it difficult to work with many learners. However, Mrs. Kiviet conducted the lesson [Maths and L.O.] wonderfully.  
(D.P. Mamabolo – Camperdown Primary School)
- The lesson was very interesting. Learners were fully involved. We received good ideas of how to include Edupeg in our lessons.  
(Mrs. S.P. Mdhlole – Camperdown Primary School)
- Wonderful ideas! Thank you!  
(Mrs. Ellis – Camperdown Primary School)
- Edupeg is very helpful and the activities are planned to serve all of the phases, and the learning programmes are well organised.  
(Mrs. T.J. Ngidi – Camperdown Primary School)
- Learners understand numeracy easily through “Play way” method of learning.  
(P.N. Cele – Camperdown Primary School)

**REGION:** Umbumbulu - Cluster 1  
 20-21 April, 1-4 June, 17-18 June, 27-30 July, 3-6 August,  
**DATE:** 12-14 August 2009

Name of school	Pupil enrolment	Teachers & Principal
Dlambula Primary School	630	12
Ithenjane Primary School	352	9
Inkwali Primary School	355	9
Mashiwase Primary School	205	8
Dabulizizwe Primary School	600	16
Mklomelo Primary School	862	20
Putellos Primary School	338	9
Kwa Gwegwe Primary School	373	11
Powerscourt Primary School	622	17
Maluphume Primary School	279	8
Khanyakhwezi Primary School	425	14
Mklomelo Primary School	862	20
Iselethu Primary School	159	8
Sesifikile Primary School	485	11
Jaja Primary School	794	18
Enkanyisweni Primary School	495	16
Ohlengeni Primary School	237	7
Ophapheni Primary School	636	16
Sheshisa Primary School	630	12
<b>9339</b>	<b>241</b>	

The success of our school support work in Kwa Zulu Natal is very closely connected to our outstanding support team in this province.

Brenda Vilbro is a master organizer, and has boundless energy. Nomvuzo and Sibongile are wise, experienced educators, with outstanding skills of diplomacy and patience. Their ability to listen is amazing, and they never need to prove themselves to be right. Thobelani is a quiet, reliable presence in all that we do, and his support in all spheres of the training is most valued and appreciated.

What is interesting in Kwa Zulu Natal, is the evidence of a strong focus on The Milestones for Learning and the planning of appropriate lessons. Sibongile and Nomvuzo have been actively involved in supporting many educators to better understand the policy documents and to give practical advice and guidance on how educators can apply these in their teaching. I am also amazed at the highly creative lessons that many educators are planning and teaching, which use Edupeg in the most commendable and innovative ways.

We are indeed fortunate to have the trainers that we have, as they are very flexible, completely non-prescriptive, and patient and encouraging.

What is also interesting to observe is how some teachers see only problems and challenges, when faced with integrating our resources in their lessons, and where other educators are superbly innovative and creative. Also of interest, is that at one school, which was quite negative in it's attitude to our resources and training intervention we observed that many educators were absent on a school day, attending a union meeting; that the school was not well maintained; that the classrooms were untidy and unattractive; that the learners were very restless and badly behaved, and that generally, a rather negative atmosphere pervaded the school.



It is noticeable in many of these schools, that educators are encouraging their learners to become increasingly involved in the lesson, and learning. Many educators strongly encourage whole sentences as answers to questions posed. We routinely recommend that teachers spread the answering of questions among the body of the class, as frequently we observe that only a few learners actively participate in the lesson, with many learners remaining mute and passive. This aspect needs on-going attention in schools that we visit.

What is very encouraging is to be aware that many educators are including more resources in their lessons, and are becoming more skilled and confident in their usage. We strongly recommend that educators include appropriate resources to enhance the understanding and learning of the children in their classes.

Educators in the Foundation Phase are also more sensitized to the value and necessity for young children to handle and manipulate concrete equipment, particularly to consolidate maths concepts. Sibongile strongly promotes and encourages this practice, and gives praise to the teachers who do use concrete resources in their lessons. Differentiated lessons are still not well established in most of the schools where we observe, and in Maths and Language lessons, our pupils are basically taught the same lesson, at the same time, at the same pace.

There is, however, much improvement in the variety of activities. If all learners are given a chance to do these activities, or if group feedback is given, learners should better consolidate their knowledge and learning.

Our trainers received a warm welcome at virtually all of the schools in this cluster. In nearly all instances, the principal was present and involved in the planning of the day and the outcome of the visit. The children in this cluster are uniformly well mannered and respectful.

We are grateful for the stable funding that enables us to fulfil our training interventions in these schools, and appreciate the support of our training team and administrative team, which make this work possible.



## UMBUMBULU 1

20-21 APRIL; 1-4 JUNE 2009 and 11 -18 JUNE 2009

27-30 JULY; 03-13 AUGUST 2009 and 16 September 2009

### PRINCIPAL COMMENTS:

- Edupeg facilitators are professional, supportive and understanding. However, consulting NCS policies is suggested and more workshops for newly appointed educators are needed. (Mr. H.S. Ngidi – Sesifikile Senior Primary School)
- Your visit to us is so wonderful in such a way that your material is used fruitfully. Kindly keep in touch now and again so as to support our improvement. (Mr. Z.A. Sithole – Jaja Memorial Primary School)
- Thank you very much for supporting the school with Edupeg. We promise to use it effectively. It is even useful to educators who are not teaching maths. They integrate well. (Mrs. Z. Mkhize – Enkanyisweni Primary School)
- Edupeg visited the school today, 4.6.2009, at 10h00. They went to the classrooms with two educators and all went well and we are happy. (N.L.O Mdlalose – Ohlongeni Senior Primary School)
- The programme is so helpful and supports development. Learners' insight improves on a daily basis as they learn through it. (T.G. Sabelo – Khanyisizwe Special School)
- Our educators use the Edupeg material and teaching methods. This causes their teaching to be very productive. Learners love these activities and enjoy them. We will be pleased if the donors can design activities relevant to the milestones for Grade 7. (Mr. N. Msomi – Ophapheni Primary School)
- I am very grateful that my school is in the Edupeg family. The materials I received are relevant and helpful to the facilitators of the already existing materials. (T.L. Bulose – Isulethu Primary School)
- We received monitoring and support from Edupeg and we appreciate it. (N.F. Mathe – Dlambula Primary School)
- The facilitator observed the Foundation Phase because we discussed the importance of laying the good foundations during the previous visit and, therefore, Grades 1-3 were observed. We are pleased with the programme. (Mrs. A.N. Ngcobo – Inkwali Primary School)
- It is with great pleasure to report that the programme is running successfully in our school. Facilitators always come with new ideas that capacitate our educators. Learners enjoy using the Edupeg materials. (E.M. Khomo – Mashiwase Primary School)
- Educators are so fortunate to have good, qualified facilitators to equip and instil the love for Edupeg to be implemented in the classroom. The learners learn well while playing [using their pegboards] and the visits will always be appreciated. We thank you. (T.M. Xulu – Ithenjane Primary School)
- We, the educators of Dabulizizwe Primary School, appreciate having Edupeg in our school, but we recommend that our facilitators should assist us with identifying the text books which will integrate with their text books. (N.M. Makhanya – Dabulizizwe Primary School)
- Thank you for the support and assistance we received from the Edupeg team. This is one of the ways of utilising the Edupeg materials as part of their regularly used teaching resources. (Miss Mthembu – Mklomelo Combined Primary School)
- Once again, Edupeg is one of the best initiatives to be used when emphasising or introducing certain aspects. It is suitable and enjoyable by all from Grade R to Grade 7. (T.B.F. Mhlongo - Putellos Primary School)
- Ms. Kiwiet and Ms. Godlwana discussed Edupeg with 5 educators. The Grade 7 educator, Mrs. Mzulwini, had not attended before, but she got 90 minutes training from Ms. Kiwiet. (N.M. Makhanya – Kwa Gwegwe Primary School)
- I was grateful to be present in the presentation. I noticed interest from both the educators and the learners. We all learnt a lot of information about finding skills. The materials we received are excellent. (T.L. Bulose – Isulethu Primary School)
- We really appreciate the continuous monitoring and support that we receive from the facilitators. Keep up the good work! (M.B. Mcanyana [Acting Principal] – Powerscourt Primary School)
- In our school Edupeg helps us a lot. All of our educators enjoy teaching, using Edupeg. Even our learners enjoy all Learning Areas through using Edupeg. (Miss P.N. Mfeka – Maliphume Primary School)
- A great way for children to have fun, while learning valuable skills. (Visitor from England – Khanyakhwezi Combined Primary School)

- Educators have learnt how to use the Resource Book, and thereafter most of the problems were easily solved.  
(Z.A. Sithole – Jaja Primary School)
- The Edupeg team visited the school as there was concern about the Intermediate and Senior Phase educators, as whenever they visit the school they see one and the same educator. The school agreed they will continue working with Edupeg.  
(Miss Duma – Egugwini Combined Primary School)

#### TEACHER COMMENTS:

- Edupeg is helpful in teaching maths to our learners. It helps learners understand better. However we would love to get more work with 3D and 2D shapes.  
(G.P. Mkhize - Sesifikile Senior Primary School)
- I think by using Edupeg books it is very helpful because I am able to link or integrate Learning Areas and learners create/acquire different skills throughout the lessons.  
(S.S. Ngcobo - Jaja Memorial Primary School)
- I had a concern on integrating the Edupeg packs with my Learning Areas as I am new in the Intermediate Phase. Sincere thanks to my facilitator who has just made things easier for me through her explanations.  
(L.C. Ngidi - Jaja Memorial Primary School)
- Your books have great activities for maths. It would be wonderful to have more activities that can be used directly in other Learning Areas.  
(T.T. Magubane - Enkanyisweni Primary School)
- Edupeg is able to be integrated with other Learning Areas. The programme is enjoyed by the learners. The facilitator was very supportive.  
(B.R. Jiyane - Enkanyisweni Primary School)
- We are very happy to do this project and we are expecting more challenges. We would like to receive more material to improve our lessons.  
(C.S. Zumso - Enkanyisweni Primary School)
- Will you please design for us some more activities which are based on NCS.  
(Mrs. C.P. Mekobo - Ohlongeni Senior Primary School)
- As we are teaching at a special school we need art and craft materials to develop the learners' skills, because most of our children are not interested in academic work as they have short attention spans and learning difficulties.  
(S. Ntombela - Khanyisizwe Special School)
- Our learners need to be developed in life-skills like art, because they do not cope with books. We request more material to do art, e.g. paint, material, beads.  
(P.M. Mavundla - Khanyisizwe Special School)
- It is a very great school with very lovely people and great teachers.  
(Marieka Portegies - Khanyisizwe Special School)
- The learners are so dedicated so I believe they can improve if they can get more material to improve their skills to help them when they are out of school.  
(P.M. Mhlanga - Khanyisizwe Special School)
- This school impressed me a lot. It is so good to see those kids in a good learning environment. These kids here are lovely and have the right to learn and develop themselves. What I see at this school is love and good will. I am happy this (Edupeg) is here for the learners. It is also nice to learn creative skills that they can use at home. It is important that this school is stimulated by other people in different ways so they can continue the good work and teach the children different things. I hope that materials can be obtained so the development can proceed in the best way.  
(Judith [volunteer] - Khanyisizwe Special School)
- National milestones for Mathematics are widely and well covered by Edupeg. We would like Edupeg to help us unpack Learning Outcomes and Assessment Standards for other Learning Areas as well.  
(J.C. Khumalo [H.O.D.] – Ophapheni Combined Primary School)
- Edupeg is very interesting. My learners were very happy to be able to get answers by themselves. Their vocabulary is developed very much. It has also helped in their thinking skills.  
(I.S. Khomo - Ophapheni Combined Primary School)
- We appreciate what our facilitators from Edupeg do for us. The books that we use with the learners have such wonderful activities that link with our curriculum. Learners enjoy using them.  
(Mrs. N. Shandu [H.O.D.] - Ophapheni Combined Primary School)
- It makes learning fun for learners and they are able to learn more because of Edupeg's approach to the learning material.  
(S.D. Sishi - Ophapheni Combined Primary School)
- Edupeg is of great help in improving the standard of teaching in our schools. Their workshops are of great help.

- (J.N. Hlope - Ophapheni Combined Primary School)

  - Edupeg helps teachers' approach in teaching easier, as learners are actively involved without being aware that they are learning. To them it is just a game. More workshops, please.

(Mr. S.D. Howane - Sheshisa Senior Primary School)
- Our facilitators were well prepared and we enjoyed working with Edupeg.

(Mr. M.M. Nene - Sheshisa Senior Primary School)
- The Edupeg activities are very interesting. The Resource Book is very helpful. It has useful hints for an educator. Colourful pictures arouse learners' interest. Activities also assist in assessment.

(Mrs. L.V. Madlala – M.I. Paruk Primary School)
- Edupeg is very good and learners enjoy using the pegboards. It is like a game, yet a thought provoking activity, and eye-opening.

(Ms. L.M. Khoza – M.I. Paruk Primary School)
- Edupeg is very useful to us. There are a lot of activities found in the books, which help me do tests and other tasks in my class.

(Mrs. K.C. Maphumelo – Inkwali Primary School)
- Edupeg books help me in all Learning Areas. They have good exercises for my learners to do and these are understandable to them. The facilitator, during the lesson, was very nice.

(Mrs. Z.F. Maphumulo – Inkwali Primary School)
- It was my first time to have a workshop from Edupeg. I find it very interesting, for me and my learners. They enjoyed the lesson. I would like to know more about Edupeg. It is very interesting.

(Mrs. P.T. Gazu – Inkwali Primary School)
- I was visited by the Edupeg facilitators who seek to make our learners more serious and motivated, especially in Mathematics, and we realise that we are able to integrate many of the other Learning Areas.

(Mrs. S.N. Shangase – Mashiwase Primary School)
- I think the programme is very relevant to us. It has become very clear to us on how to use the material. Thank you.

(Miss J.H. Msweli – Mashiwase Primary School)
- The lesson went well and we will like you to come again because it improves our skills and also helps the learners to do well in their activities.

(Miss Z.H. Ndlovu – Mashiwase Primary School)
- Edupeg helps me a lot. Especially with the activities in the different kinds of books. All along I do things in writing on the chalkboard, but now Edupeg solves that case. Now I will give them Edupeg written activities and they will write on their own, and I will help here and there.

(Mrs. B.A. Maphumulo - Ithenjane Primary School)
- Edupeg helps us a lot. We don't have to write numbers and number names on the board, it is in the Edupeg books. I just take the books and distribute these to the kids.

(Miss T.J. Mthethwa - Ithenjane Primary School)
- Learners like using Edupeg. They are participating well. Vocabulary, reading and speed in reading and doing of the activity is good.

(Miss G.T. Msomi – Ithenjane Primary School)
- Edupeg helps pupils a lot. They became excited during the lesson. They enjoyed themselves while learning.

(Miss Ngcobo – Mklomelo Primary School)
- Thanks very much, Edupeg, I've gained a lot today. Thank you for helping me in other things. The learners also enjoyed the lesson. It was quite interesting.

(Mrs. N.C. Ngcobo – Mklomelo Primary School)
- This programme is very encouraging and developing. It is learner-centred and learners enjoy it very much, reaching and discovering answers for themselves.

(Mrs. T.E. Shoji – Mklomelo Primary School)
- Edupeg helps us to create a good atmosphere in the classroom. Learners enjoy using the pegboard and the Edupeg equipment. It develops thinking, speaking and creative skills. It involves every Learning Area.

(J.S. Ndawonde – Mklomelo Primary School)
- Using Edupeg's material is very interesting and challenging. It has helped me a lot in my teaching. It develops many skills among the learners. Please keep supporting our school.

(D.O. Khumalo – Mklomelo Primary School)
- This programme is fruitful in the sense that Edupeg activities link with other Learning Areas to create critical thinking for learners, and even to me, as well.

(M.G. Kwhela – Putellos Primary School)
- Our mini-workshop was very productive. We were taught how to integrate Edupeg with other Learning Areas and also Maths recording. Thank you very much for your continued support. Keep it up.

- (Mrs. N.C. Mdubeki – Putellos Primary School)

  - Our facilitator from Edupeg explained how Edupeg works and how to use the Resource Books for Edupeg. It was all well explained.  
(G. Mzulwini – Kwa-Gwegwe Primary School)
  - Your resources are good for our learners.  
(Miss T.P. Shezi – Isulethu Primary School)
  - Your resources open learners' minds, and have taught learners to be quick. I also gain insight of how to use your books in other Learning Areas, e.g. English and EMS.  
(Miss G.H. Buthelezi – Isulethu Primary School)
  - Edupeg has helped a lot. It is easy to use and it helps learners to understand more.  
(Miss N.A. Bele – Isulethu Primary School)
  - Learners learn more and they gain a lot through this project. They enjoy working with the Edupeg material.  
(N.E. Mbesa – Isulethu Primary School)
  - Edupeg creates a very interesting lesson. I can really appreciate the assistance by the facilitators, as I see myself develop.  
(O.B. Cele – Powerscourt Primary School)
  - Edupeg makes each and every lesson very interesting. It makes each and every learner participate actively during group work.  
(Miss B. Sibisi – Powerscourt Primary School)
  - I really appreciate the assistance from the facilitators, as I can see myself develop and also my learners are well developed.  
(T.S. Chiliza – Powerscourt Primary School)
  - Learners are always excited and become more active and involved throughout the lesson whenever pegboards are used.  
(Mrs. N.R. Ndlovu – Powerscourt Primary School)
  - Edupeg is very interesting, more especially for learners.  
(C.B. Muthwa – Powerscourt Primary School)
  - Edupeg has helped most of our learners to read on their own, and to solve sum problems with the aid of the pegboards. It is an interesting way of teaching and learning for our learners.  
(F.T. Dlamini – Maliphume Primary School)
  - Edupeg provides the learners with good learning resources, which are attractive to learners and it stimulates learners' reading and listening abilities.  
(T.G. Ngubane – Maliphume Primary School)
  - The program is quite interesting, although it is for the first time for me. It does integrate with other Learning Areas. Such as MLMMS, LLC, etc.  
(T.M. Gumede – Maliphume Primary School)
  - Edupeg came with a very interesting system. Using the pegboards helps learners to find answers for themselves.  
(Miss A.P.J. Ndlovu – Khanyakhwezi Primary School)
  - A great way for our learners to learn and, at the same time, it is the "fun way" to learn.  
(N.A. Mthembu – Khanyakhwezi Primary School)
  - Learners enjoyed the lesson and they enjoyed using the resources.  
(L.F. Gugwana – Khanyakhwezi Primary School)
  - Learners enjoy using the Edupeg material. I learnt how to use Edupeg material across other Learning Areas, with the help of the facilitator.  
(E.K.B. Mqadi – Dlambula Primary School)
  - It was my first lesson using the Edupeg materials. I find them very interesting. The activities were very interesting.  
(S.B.C. Lujiva – Dlambula Primary School)
  - I appreciate to use Edupeg in my lesson because I integrate all subjects in one lesson at the same time.  
(Z.N. Khumalo – Dlambula Primary School)
  - As educators, we have been taught how to use the Resource Book. As a result, everything was clear to almost every one of us.  
(B.G. Sabela – Jaja Primary School)
  - I found it very interesting and easy to use Edupeg with my learners, and I enjoyed the workshop and learned a lot.  
(Miss C.N. Nembula – Jaja Primary School)
  - Thank you for visiting us. I gained a lot and now I know how to teach learners about Edupeg. Edupeg integrates across many Learning Areas, e.g. language, Life Skills.  
(Y.M. Msomi – Jaja Primary School)
  - Edupeg is interesting, and I found out new ideas on how to use the books. Learners also loved to work with the material.  
(Miss Mseleku – Jaja Primary School)

- The workshop was fruitful, although time was very limited. I think we need more time, so as to cover more activities.  
(S.B. Makhanya – Jaja Primary School)
- Edupeg helps me and the learners to count in maths – addition, multiplication and subtraction.  
(M.Z. Shangase – Kwagwegwe Primary School)
- I think that Edupeg will be the best if all educators can be work-shopped. But Edupeg activities are very interesting if you do have an understanding.  
(Mrs. Sabela – Jaja Primary School)
- The Edupeg programme helps learners to provoke thought and to be active in a learning situation. Learners were able to use a pegboard.  
(S.B. Makhanya – Jja Primary School)
- I recommend Edupeg because it plays an important role as far as teaching and learning are concerned, i.e. all the Learning Areas are integrated.  
(Mrs. N. Mbombo – Enkanyisweni Primary School)
- Edupeg has helped me in many ways by integrating with other Learning Areas like English, Life Orientation, History and Geography. The pegboard helps to check your answers.  
(Mrs N.Z. Shezi – Enkanyisweni Primary School)
- I, Bongelkile Daphney Mgwaba, have been assisted by Mrs. Godlwana, the Edupeg Facilitator. She clarified some things that have been confusing me.  
(B.D. Mgwaba – Ohlongeni Primary School)
- We have done a lot. It makes learners understand their work easily. It saves time. It improves learners' thinking and it makes the lesson interesting.  
(B.M. Mhlongo – Ophapheni Primary School)
- We enjoy Edupeg and the learners were very excited. They behaved as if Edupeg is a game to them. They were very active during the learning situation.  
(B.C. Ndlovu – Ophapheni Primary School)



## **REPORT: THIRD QUARTER 2009**

### **BY BRENDA VILBRO**

We visited Umbumbulu, Camperdown, Ndwedwe and Hilton this term.

In Umbumbulu, the mini-workshops that we held have paid off as the educators are now very eager to be observed as they feel more confident.

The many Senior Primary schools in Camperdown have requested that their feeder schools with Foundation Phase be included in the programme. It is evident that the educators and the learners here have benefited from the programme, but the educators have expressed that there would be greater benefit for the learners if they were exposed to the Edupeg materials at an earlier age.

The principals in Ndwedwe remain positive about the programme to the extent that in one of the Principal's meetings, held by the Department of Education, the Edupeg Programme was highly recommended by the principal of Hawa. Here too, there have been numerous requests for other schools in this area, especially the Feeder Schools to be included in the programme.

On my third visit to Mountain Home Primary School in Hilton, I observed that the staff turnover here is very high. It is only the principal who remains from the beginning of the year. This has meant that progress has been very slow because our facilitators have had to start from scratch each time they visit the school.

Our facilitators, Kiviet and Mrs G, and our driver Tobelani have remained passionate as ever about the Edupeg programme as they leave their homes, sometimes around 05h00 to cover the long distances to the schools in which we work. The many challenges that we face on a daily basis always seem to have a positive outcome as Kiviet and Mrs G have built up good relationships with the principals and educators.

The Department of Education is very aware of Edupeg in the schools, and our reports have been delivered to the officials at the district offices. It is unfortunate, due to time constraints that I have not been able to secure face-to-face meetings for an update of the programme.

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