

EASTERN CAPE

Schools supported this quarter:

Cluster	Schools	Learners	Teachers & Principals
IMIDUSHANE DEVELOPMENT TRUST	9	1724	80
GRAHAMSTOWN/FORT BROWN	3	612	20
QUEENSTOWN/WHITTLESEA	2	442	10
KING WILLIAM'S TOWN	9	695	23
ZULU TRADITIONAL AUTHORITY	3	328	10
ADDO	7	2644	73
PORT ELIZABETH	1	263	9
CHINTSA EAST	1	135	8
IMIDANGE DEVELOPMENT TRUST	2	210	9
ZWELIVUZIWE & ZIBULA DEVELOPMENT TRUST	8	1582	64
TOTALS FOR THIRD TERM	44	8618	303

Generally, our trainers have been very positively received, and are made welcome at all the schools that we visit. Lessons are now more frequently planned (for our trainers to watch), and educators appear to be growing in confidence, with regard to using resources in lessons. The non-prescriptive, flexible use of the Edupeg resources has been more fully understood by educators, and some of the lessons planned using our resources have been very creative and inventive. Educators are obviously trying some of the teaching skills, techniques and methods that are discussed in training sessions and once seeing their positive impact on teaching and learning, educators are adopting these quite successfully.

Vuyo and Theresa continue to need to focus on group work and that this goes beyond sitting in a group. Theresa also continues to appraise teachers of the need to combine concrete equipment, especially counters, when teaching in the Foundation Phase, and specifically when teaching Maths.

What is pleasing, is that more principals and teachers were present at schools during this quarter, there was less disruption due to teacher union meetings, and also less absenteeism due to attendance of funerals and memorial services.

The two special schools, St Patrick's Special School and Fundisa Special School are deeply grateful for our support. Generally, this has been a productive term, to date.



WESTERN CAPE

Schools supported this quarter:

Cluster	Schools	Learners	Teachers & Principals
WEST COAST	13	3856	124
DIE BRON	1	456	15
PLETTENBERG BAY/KNYSNA	12	8841	226
MONTAGU	10	1856	57
YABONGA	2	187	7
VRYGROND	1	456	15
DE DOORNS	3	1845	47
TOTALS FOR THIRD TERM	42	17497	491

The West Coast cluster enjoys the support of the very dedicated circuit manager, Mr van der Vyfer. These schools are always well apprised of our visits and our trainers are always warmly welcomed. Much of the advice and suggestions which have been shared with educators in the interactive training sessions have been incorporated into the lesson planning and teaching techniques that have been adopted by these educators, many of whom are eager to show what progress they have made. We had a very positive visit to this cluster.

Vukukhanye Primary School once again cancelled our school visit, and all alternative dates that were given for such a visit, were rejected. It is our experience that the rural and semi-urban schools are very much more receptive to interventions and training support, which is why we focus on these schools.

Our Knysna and Plettenberg Bay visits were fairly successful, with good interaction between our trainers and educators. Many educators are still unsure of/resistant to use resources in their teaching which was obvious at both Sunridge and Fraaisig Primary Schools. Both schools have children who have little access to any print media, and they would so benefit from interaction with our resources. Persuading the educators to include resources (at these schools) is very challenging.

Generally, this has been a positive term with regard to training. Non-withstanding Western Cape Vukani's withdrawal as our funder, prudent spending of allocated funds will enable us to complete our training in this province this year.



KWA-ZULU NATAL

Schools supported this quarter:

Cluster	Schools	Learners	Teachers & Principals
UMBUMBULU CLUSTER 1	20	9818	258
CAMPERDOWN	6	4222	97
HILTON	1	92	3
NDWEDWE	12	2764	85
ISANDLWANA	6	2185	59
TOTALS FOR THIRD TERM	45	19081	502

Our two very dedicated patient, yet persistent trainers in this cluster, have ensured that once again we have experienced a very positive training term. Educators in Kwa-Zulu Natal are very keen to work with the departmental documentation, to plan their lessons effectively. Both Sibongile and Nomvuzo have spent time and focus on supporting educators when working with The Milestones to Learning and Lesson Planning documentation and educators have been delighted to have practical and meaningful activities to utilise in their lessons. I personally have been amazed at the creativity and ingenuity of some of the lessons that have been planned and taught utilising our Edupeg resources. The increased depth of understanding of the teachers can only bode well for the education of the youth in this province. What is also encouraging is that educators are keen to debate and discuss educational issues, to gain greater clarity and to take ownership of their understanding of concepts and strategies. Sibongile and Nomvuzo are well able to participate in such discussions, and their vast experience and quiet wisdom give them credibility and respect.

What is of interest, is that at one school, where there was a level of resistance to using our resources, more than half of the educators were not at school, as they had gone to a union, mass meeting. The balance of teachers were set to leave school early. Both Sibongile and Nomvuzo made mention of the restlessness and ill discipline of the learners, which is unusual in the rural Zulu child. These children are almost always very well behaved and respectful. One wonders if the disruptive atmosphere at the schools, (classrooms were also reported to be untidy and lacking educational stimulation), has a direct impact on the learners.

I am however well pleased, with what we have been able to achieve in Kwa-Zulu Natal this quarter.



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THE SACTWU EDUCATION TRUST PROMOTES EDUCATION IN DISADVANTAGED SCHOOLS



EDUCATION REPORT

Dear Comrades & Friends

Graeme Bloch, an education specialist with the Development Bank of South Africa, gave a thought provoking keynote address at The HCI Foundation funded, CECD Conference in Johannesburg, in July. His recently published book, "Toxic Mix", discusses the historical and inherited problems of the South African Education System coupled with current errors. This deeply committed and astutely aware writer calls on us all to participate in unison in "the window of opportunity" that presently exists for us to admit past mistakes and to agree on a way forward. Celebration of those who have succeeded despite overwhelming odds, needs to be encouraged and the achievement of our youth must be acknowledged.

"Education calls on us to pursue our desires for excellence, and to achieve, through hard work, a learning nation that is moving forward, talking, thinking and planning together the solutions that we need". This is a well written text and worthy of reading.

FEEDBACK SUGGESTION

We would welcome any comments or suggestions.

BOTSWANA			
Schools supported this quarter:			
Cluster	Schools	Learners	Teachers & Principals
BOTSWANA	9	5038	166
TOTALS FOR THIRD TERM	9	5038	166

Teachers in the schools which we support, have now begun to teach lessons themselves, using Edupeg as a resource. This is a very encouraging development, as teachers are not used to including resources in their lessons. Most lessons are from the front, with the content and pace much controlled by the teacher. Repetition and chanting are usual aspects of a lesson. Those teachers who have tried lessons have been pleasantly surprised by the results that they have gained. Jason has been able to give some "follow on" advice, of how to maximize, revise and consolidate the information gained during the lesson.

At present, the lessons taught by the teachers, are also whole class teaching and Jason has been able to indicate to teachers that some children have finished quickly and easily, while others need quite a bit of support, and even with this, may not complete the exercise. He will continue to build on this growing awareness with the objective of making teachers aware of options to best stimulate and support the diverse learners in their classes. What is also noticeable, is that many children rely on a method/ formula to solve problems without clear understanding.

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

I am very pleased with our chess clubs and the skills, strategy, concentration and games skills that are being developed.

