



2010

1<sup>ST</sup> QUARTER

*Dear Comrades and friends*

*As we commenced this year, we were fortunate to have all our trainers in place and ready to train into schools in all provinces. We are indeed grateful to all who are involved in our project who all work together towards improving education in South Africa. We look forward to a positive 2010 at Edupeg and a positive 2010 for Cape Town, with the World Cup preparations in place bringing overseas visitors to our beautiful country!*

**An article by Jabulani Sikhakhane - Weekend Argus, 3 April 2010**

MUCH of the debate about public education in South Africa focuses on how much of the money we spend on education is wasted because of the high drop-out rate and the output of students whose cognitive skills are not worth the pieces of paper their certificates are printed on. The analysis also focuses on the social problems that arise from the growing army of unemployed young people whom employers find not suitable for their requirements. There is another way of looking at the problem: poor education is costing the country billions, if not trillions, in terms of future economic growth. It's only when you look at education this way that you realise that improving educational outcomes should be the focus of all, even those lucky enough to afford sending their kids to private schools.

Decaying public education – the only avenue open to the poor – will rob the children of the middle class and the rich of a prosperous economic future because they will have to work twice as hard just to maintain their standard of living. This is because, unless we improve the education system so that more people have the skills and can therefore work, the financing of the country's budget will increasingly fall on the shoulders of a few who have jobs. To give you an indication, by the end of fiscal year 2013, we will have more than 16 million people on social grants which will be funded by just over 5 million taxpayers. Such a financial structure rests on pillars of sand. That's why the case made by the report *The High Cost of Low Educational Performance: The Long-run Economic Impact of Improving Pisa Outcomes*, published early this year by the Organisation for Economic Co-operation and development (OECD), is worth paying attention to. Using economic modelling to relate cognitive skills to economic growth, the report finds that relatively small improvements in the skills of a nation's labour force can have very large effects on future economic well-being, as measured by the Gross Domestic Product (GDP). The scenarios analysed produced economic value that is three to six times the aggregate GDPs of OECD countries. The report was written by Professor Eric Hanushek from the Hoover Institution at Stanford University and Professor Ludger Woessmann from the Ifo Institute for Economic Research, CES ifo.

For cognitive skills, the report uses the OECD's Programme for International Student Assessment (Pisa) which measures, through surveys, the preparedness of 15-year-old students for future challenges, including their ability to analyse, reason and communicate effectively as well as their capacity to continue learning throughout life. "A modest goal of having all OECD countries boost their average Pisa scores by 25 points over the next 20 years – which is less than the most rapidly improving education system in the OECD, Poland, achieved between 2000 and 2006 alone – implies an aggregate gain of OECD GDP of \$115 trillion (R883.7 trillion) over the lifetime of the generation born in 2010 (as evaluated at the start of reform in terms of real present value of future improvements in GDP)," the study found. Bringing all countries up to the level of Finland, the OECD's best performing education system in Pisa, would result in gains of about \$260 trillion (R1 884 trillion). The report adds that it is the quality of learning, and not the length of schooling, which makes the difference. The authors conclude that even if the projects were reduced substantially to allow for plausible minimal estimates, there are still enormous economic benefits to be had from improving the cognitive skills of OECD populations. Given that SA is starting off a very low base – both in terms of the quality of public education and the level of economic development – the boost to economic growth from improving the cognitive skills of the poor majority will be many times more than even the most conservative of OECD estimates.

That's why we should brook no obstacle to a better education for all.

# Western Cape

## STATISTICS

| Cluster                         | Schools   | Learners     | Teachers & |
|---------------------------------|-----------|--------------|------------|
|                                 |           |              | Principals |
| VRYGROND                        | 1         | 451          | 15         |
| OVERBERG                        | 1         | 611          | 21         |
| WEST COAST                      | 12        | 4048         | 131        |
| TOUWSRIVER, MATJIES, LAINGSBURG | 4         | 2291         | 70         |
| WORCESTER, DE DOORNS            | 7         | 3894         | 103        |
| STELLENBOSCH                    | 5         | 67           | 4          |
| <b>TOTALS FOR FIRST TERM</b>    | <b>30</b> | <b>11362</b> | <b>344</b> |

We have successfully supported 30 pre and primary schools this quarter, since our February commencement of training. Ingrid and Shirley have been warmly welcomed by both principals and educators, almost all of whom we have been working with for some years.

It is encouraging to see, that many educators are finally beginning to realise, that to utilise Edupeg requires no special methods or lessons, but merely common sense and practical implementation. Many of the educators with whom we work, have been, and in some cases continue to be, confused by the changes and content of the curriculum. Many educators lack specific skills themselves, and find independent and/or creative thought quite difficult. It is encouraging to realise that with the patient, persistent and practical guidance given by our trainers, that many educators are much more willing to engage with change and new methods, and many are delighted with the results.

"The educator was very impressed by the learners eagerness and the work they put in." - Acacia Primary School.

"The educator was delighted to see the progress when concrete equipment was used." - Laingsburg High School.

The educator expressed that the LSEN learner showed enthusiasm and ability for the first time this year, when using Edupeg." (Week seven of the school term) - Laingsburg High School.

In the Western Cape, the maintenance of schools is more frequent and more effective (when compared with the Eastern Cape and Kwa-Zulu Natal), and the improved physical conditions and renovations do contribute to a more content and motivated teaching fraternity. Pupil:teacher ratios are more positive in this province, although 40+ learners in some of the schools that we have visited, creates obvious challenges. Classrooms are usually more spacious, storage is more in evidence and a teaching mat is almost always a valued and used item in the Foundation Phase classrooms. Most of the Foundation Phase classrooms also have reading corners, and some schools have been the recipients of very attractive and appropriate, new books. Learning Support educators are evident at almost all of the schools that we visit, and these teachers give valued and valuable support to the children who are experiencing learning difficulties. Unfortunately, there are many FAS (Foetal Alcohol Syndrome) children evident in the schools that we visit, as our schools are clustered in the more rural and peri-urban areas, where alcohol abuse remains extremely problematic.

Some of the biggest challenges facing the improvement of numeracy and literacy skills at primary school level include:

- the lack of use of concrete equipment in the teaching of maths, particularly at Foundation Phase level.
- the lack of the development of perceptual skills
- the lack of teaching pupils, and assigning tasks, according to their ability
- whole class teaching, from the front, with the content, pace, knowledge and input vastly controlled by the educator
- lack of professional development, team work and the sharing of ideas



Shirley comments: "I was once again struck by the way in which the learners do maths mechanically, without understanding, and without any application of thinking, logic, or observation skills." Shirley's commentary from a different school is: "It was exciting to see the eagerness of many of the learners and also how they brought the rest of their group along. Some of the learners displayed good problem solving ability, but they were hugely handicapped by their poor maths knowledge - which was heartbreaking." And yet another comment: "The learners were remarkably keen to do the problems and became more and more keen as they were more and more successful."

I am well pleased with what has been achieved to date, this term. School visits will cease on 25 March, for this quarter, and resume in mid April, following the Easter Autumn break.



**PRINCIPAL COMMENTS**

- Very helpful advice and a good idea to write sums out, rather than the 'a,b,c' (Edupeg helps children understand the sum and to thus not be confused. Well explained. Useful hints on using aids. Will go down well with smaller children. (Haven't used much with this years' kids)  
(Mrs. C Clark – De Meye Na- Skool)
- Baie dankie vir u bydrae tot klasorganisasie. Edupeg vergemaklik ons lewens. Dankie vir al u ondersteuning en geduld.  
(Mev S October – Die Bron Primêre Skool)
- Baie dankie vir die ondersteuning. Meer besoeke per jaar sal die gepaste uitwerking op monitering van die program het.  
(Mnr. R van der Westhuizen – Acacia Primêre Skool)
- Thank you for your kind gesture to accommodate our teacher assistants. We will definitely implement your recommendation. We look forward to your next visit. (Ms Pamplin – Capricorn Primary School)
- Edu-Peg is van onskatbare belang vir die vooruitgang van bogemende skool. Litnum uitslae kan net verbeter. Fasiliteerders baie ondersteunend en behulpsaam.  
(Mnr. K. Soekers – Breëvlei Primêre Skool)
- Baie dankie vir die hulp en bystand wat u aan die opvoeders verken het. Elkeen beskou dit as n aangename ervaring wat sal deurspoel na die kinders / leerders. Dankie vir die passie wat u het om met kinders te werk. Word waardeer.  
(Mnr. P. J. F. Pieters – P. W. de Bruin Primêre Skool)
- Edu-Peg is ongelooflik in die klaskamer. Edu-Peg integreer goed met die nuwe kurrikulum en dit help die leerders om te vorder in Geletterdheid en Gesyferdheid.  
(Mnr. P Weber – Sandhills Primêre Skool)

**TEACHER COMMENTS**

- Baie praktiese en interessante manier om leerders se wiskundige kennis en begrip te verbeter. As teenkomstige opvoeder sien ek nog 'n lig aan die einde van die donker tunnel. Dankie.  
(Anna Foundation)
- Dit is n' waardevolle bydrae kan wees tot geletterdheidsopleiding en verskeie aspekte van die leerder se ontwikkeling bevorder.  
(Ikhaya Trust)
- Alhoewel ek nuut is in Edupeg, en nog nie 'n werkwinkel bygewoon nie, was die besoek leersaam en interessant. Die assistent kon my baie help en bewus maak van Edupeg se manier van onderwys.  
(Mev WJ Arnoldus – Die Bron Primêre Skool)
- Dankie dat u al soveel jare baie inisiatief en werk insit om ons leerders voor te berei vir 'n beter toekoms. Dankie vir u help en u bystand. Dankie. Gaan so voort.  
(Mnr. J de.Klerk - Acacia Primêre Skool)
- Edu-Peg is 'n leersaame program wat vir alle alle leerders nut kan wees. Dit stimuleer die leerders se denke veral wat wiskunde vertref. Ek beveel dit aan in daglikse gebruik in my klaskamer.  
(P. Karelse – Steenvliet Primêre Skool)
- Thanks again for all the helpful hints and tips. Every visit from you just enriches my teaching. I would really appreciate more mentoring regarding teaching practices.  
(Ms Natasha Boshoff - Capricorn Primary School)
- Die boekies is baie stimulerend en die kinders hou baie van die kleurvolle prente. Hulle is baie entoesiasies en geesdriftig. Die boeke is werklik baie doeltreffend en 'n groot hulp.  
(Mej S. Coetzee – P.W. de Bruin Primêre Skool)
- 'n Baie leersame ervaring vir my, en ek glo ook vir die leerders. Dit is pret en leerders geniet dit. Integreer ook met ander Leer Areas. Baie dankie, ek sal beslis hier van gebruik maak.  
(Mnr Poggenpoel – P. W. de Bruin Primêre Skool)
- Dis altyd interesant om die leerders se uitdrukkings te sien wanneer hulle dit reg kry om alles korrek te beantwoord. Edu-Peg is 'n uitstekende bron vir groepwerk maar ook individuele werk. Die kompetisie tussen leerders beverder ook hul entoesiasme vir wiskunde.  
(Mnr C. Davids – Kweekkraal Primêre Skool)
- Ek besef nou die waarde van Edu-Peg as deel van my beplanning en as hulpmiddels. Ek kan differensiasie beter doen. Leerders is aktief besig, assesseer self minder disipline probleme want leerders leer in groepe.  
(Mnr P Van Rooi – Citrusdal Primêre Skool)
- It has been quite interesting to see how you can teach five lessons in one class at the same time. It has been exciting to work with you.  
(Mr. A. None – Van Cutsem Combined School)

# Eastern Cape

Vuyo & Theresa have visited 46 primary schools to date, in this first quarter. Five additional schools will be visited prior to the end of our first term training into this province, on 19.03.2010. We will commence training in mid-April, following the Easter school holidays.

Extremely wet weather and very challenging road conditions have prevailed in the majority of our clusters, this quarter. As most of our schools are situated in rural or peri-urban areas, most of the roads are gravel, and ungraded and poorly maintained. We needed to hire a bakkie for one cluster.

Vuyo & Theresa's non threatening, patient and accepting natures, have ensured that they have been warmly welcomed at virtually all of the schools visited this quarter. In the Healdtown/Alice/Debe Nek/Fort Beaufort districts, schools have been communicating their dissatisfaction on various department issues, through "non-compliance". Some schools in these clusters, denied our trainers access to their teachers and pupils, although this "non-compliance" does not actually apply to our support intervention.

It is of interest to note, that the schools who welcomed us in these areas, were well run; the principal and educators were present, and teaching; the school grounds and buildings, although they may require renovations, were clean and some attempt has been made with the general surroundings, e.g vegetable gardens. In contrast, at the schools which denied us access, the principal was almost always absent, as were numerous educators. A sense of a well structured, managed school, where learners were nurtured and motivated, was missing. Note: when being "non-compliant" teachers are expected to be at school, on time, teaching all of their classes. The "non-compliance" is largely to do with departmental school visits, documentation, etc.



Our support continues to be most welcome in the majority of the schools that we visit and principals are pleased and grateful for the assistance that is actively given to educators.



Much time in schools has been dedicated to assisting teachers to understand the newly distributed weekly/daily lesson plans, and how to include teaching resources in these set plans.

Educators have been hugely relieved and grateful for the support that they have received from both Vuyo and Theresa. Teachers have been pleased and excited to see how easily and readily Edupep activities can be slotted in as a resource, in these planned lessons, and how the tasks are very appropriate and relevant. Our trainers were also able to observe a great number of lessons and to give advice and support where needed.

What was a recurring feature, is that pupils need to be given more, and more challenging activities to best enhance their skills and capacity. Very frequently, the tasks set for the learners were far too simple, with little to grow, advance and develop the skills vital for improved numeracy and literacy. Theresa has also very productively used the "games" kit that I compiled late last year, demonstrating how very simple games and activities can be used, in groups, to teach and enhance perceptual development skills. The relevant perceptual activities in the Edupep books have also been brought to the attention of the teachers.

Grouping of learners is an accepted practice in virtually all schools visited, but these are randomly selected groups, where the brighter children are expected to teach and coach the weaker students. This daily occurrence is far from ideal, and both Vuyo and Theresa have made this situation a focus of their debriefing sessions, following observation/demonstration lessons.

## STATISTICS

| Cluster                       | Schools   | Learners     | Teachers & |
|-------------------------------|-----------|--------------|------------|
|                               |           |              | Principals |
| HEALDTOWN                     | 5         | 198          | 12         |
| ALICE                         | 5         | 988          | 24         |
| DEBE NEK                      | 5         | 691          | 19         |
| IMI DANGE DEVELOPMENT TRUST   | 2         | 210          | 9          |
| IMI DUSHANE DEVELOPMENT TRUST | 9         | 1522         | 72         |
| CINTSA EAST                   | 1         | 131          | 8          |
| ZULU TRADITIONAL AUTHORITY    | 3         | 328          | 10         |
| FORT BEAUFORT                 | 3         | 115          | 6          |
| GRAHAMSTOWN & FORT BROWN      | 2         | 595          | 17         |
| QUEENSTOWN & WHITTLESEA       | 2         | 442          | 10         |
| KING WILLIAM'S TOWN           | 9         | 1373         | 52         |
| BI ZANA                       | 5         | 3378         | 69         |
| KOLOMANE                      | 5         | 668          | 27         |
| <b>TOTALS FOR FIRST TERM</b>  | <b>56</b> | <b>10639</b> | <b>335</b> |



**PRINCIPAL COMMENTS**

-  Edupeg is helping us to make teaching mathematics enjoyable and interesting, especially for our learners.  
 (N.Y. Ndlazi – Qaka Primary School)
-  Edupeg is helping us a lot as a school, in terms of teaching, learning and assessment. We would like to keep and maintain that working relationship with Edupeg.  
 (Mr. B.C. Mabanga – Nangu Primary School)
-  This project develops the standard of teaching and also encourages our learners to love mathematics.  
 (A.N. Zondeka – Ngcabasa Primary School)
-  We appreciate the role played by the Edupeg facilitators in terms of effectiveness and efficiency in our teaching and learning.  
 (Mr. Mcono – Smiling Valley Primary School)
-  As a principal in a one-teacher school, the Edupeg programme helps me to plan, even for an assessment. The resources integrate well with other Learning Areas. It brings the world to the learners.  
 (Mrs. S. Ramcawana – Kaalhoek Primary School)
-  The programme is fully supportive and it enhances our commitment to learning and teaching. We pledge to use the resources extensively.  
 (Z.C. Gosani – D.D. Siwisa Primary School)
-  Edupeg is good for my Learning Area, as I teach Xhosa. There are learners from feeder schools who cannot write and read and Edupeg helps us a lot.  
 (Mrs. N.H. Fuku – Peelton H.P. School)
-  Edupeg is of utmost importance as it helps teachers in the learning and teaching situation. We need Edupeg. Their lecturers also help us a lot.  
 (Mr. Kosani – Masele L/HP School)
-  I am pleased with the Edupeg material in my school because learners easily understand the lesson because of the pictures in the books and the easy methods of counting. They help learners to communicate in the class.  
 (Mrs. N.C. Cakucaku – Mandlakapheli Primary School)
-  As a principal of the school, I find the Edupeg programme very useful. It really serves to bridge the language programme experienced by the learners at junior level. It is language- and learner-friendly.  
 (Mr. Z. Gwana – Romanslaagte Primary School)

**TEACHER COMMENTS**

-  Edupeg helps the learners to think and use resources correctly. They are so excited when using Edupeg. They like the bright colours. Edupeg helps me when I am doing my lesson plan and I enjoy it.  
 (Miss N. Mdlalo – Ngwevu Primary School)
-  I feel great when I am using the Edupeg books because the pictures I use for the learners are very attractive. Learners are so active when looking at the Edupeg books.  
 (N.C. Mbolekwa – Nangu Primary School)
-  Learners become more active when we give them Edupeg activities and they enjoy the pegboards. We develop thinking skills from the activities that are in the Edupeg books.  
 (T.M. Qomfo – Ngqolowa Primary School)
-  This programme is so helpful because we are able to use the books across the curriculum. I thank you for giving us new ideas about using them as our learning support materials.  
 (Miss Stwayi – Nobuntu Primary School)
-  Edupeg helps me because I teach Multigrade classes. I like Edupeg because it gives me knowledge. The children are happy when I use Edupeg. I have gained a lot and it shows in the details of my lessons.  
 (Mrs. Maseti – Millholme/Post Retief Primary Schools)
-  Edupeg activities help us (teachers and learners) to correlate activities given in our Departmental Policy Documents with those in their books. It also gives us more activities.  
 (N.E. Vayo – Fort Brown Primary School)
-  The Edupeg book helped me to present my lesson. It facilitates learning to a high degree. It helps learners to actively participate in the lesson. Edupeg is the best.  
 (Mr. G.P. Kosani – Masele Primary School)
-  Edupeg is a very interesting programme. It helps learners to feel free to participate in the lesson, e.g. speaking and demonstrating. These lessons help to build different skills in our learners.  
 (N.Q. Semana – Buthisizwe Primary School)
-  The Edupeg programme helps with simplifying language. It also helps to improve the vocabulary of our learners. Edupeg simplifies mathematical concepts at the level of learners' understanding.  
 (Mr. Z. Gwana – Romanslaagte Primary School)

# Kwa-Zulu Natal

To reduce costs, as well as to develop our trainers in Kwa-Zulu Natal, we decided to terminate the services of Ms Brenda Vilbro as of December 2009, who had previously overseen the training and facilitation into this province.

Thobelani, Nomvuzo & Sibongile have all undergone computer skills training and they have all hugely benefitted from this. All of them are delighted with their new skills, the additional responsibilities placed upon them and the confidence in their competence, shown them, by Edupeg.

Our dedicated team has visited 38 primary schools this quarter, and following visits to five additional schools in the week 15-19 March 2010, they will cease visits to schools until after the Easter school holidays, in mid-April 2010. (Shirley and Irma also work in this cluster, just into the 6 Isandlwana Primary Schools, included in the figure stated above). I am thrilled with the growth in skills and capacity displayed by Thobelani, Nomvuzo & Sibongile. They are a cohesive team, who are collectively and individually motivated, professional and dedicated to the improvement of numeracy and literacy skills of the learners in the rural and peri-urban regions where we work.

Sibongile and Nomvuzo pro-actively obtained copies of the newly distributed departmental lesson plans, with which they familiarised themselves, prior to commencing our school visits this year. Once in schools, educators were very keen to get support with understanding these lessons, as well as assistance as to how to include the resources, required by these documents. Teachers have been thrilled with the patient, professional support given to them by our trainers.

Many of the schools that we visit in Kwa-Zulu Natal, could benefit from re-furbishment and restoration. In many schools, the desks and chairs are both old, and inadequate for the increased enrolment of students, and many children are forced to sit 3 to a desk, designed to accommodate 2 children. In many classes, particularly in Intermediate and Senior Phase, the overcrowding in classrooms is such that the educator is entirely unable to circulate around the classroom, assessing students' work, or assisting those pupils in need of help. Teaching in such conditions is obviously extremely challenging, often very de-motivating, as well as being exhausting for the teacher. Good results are not easily going to be achieved under such conditions.



All of our schools are participants in the school feeding programme, and in Kwa-Zulu Natal, most schools have cultivated often quite extensive vegetable gardens, to supplement the nutritional value of the supplied meal.

Road access to these rural/semi-rural schools has been quite challenging, as due to the heavy rains, the roads have been quite treacherous. At times our intrepid and gallant little team has had to walk the final distances to schools!

The team have also initiated principal and EDO visits in Ndwedwe, Pietermaritzburg, Port Shepstone and Bizana. These have been well attended and the departmental officials, many of whom are new due to the recent re-organisation of circuits, are thrilled with the content of the Edupeg workbooks, as well as the valuable "on the ground" support provided to teachers in schools. Circuit Managers are keen to have a greater number of schools included in the programme, but at present funds preclude this.

Irma O'Donovan obtained ± 45 kg's of teacher resources, mainly in poster and chart format, which were sent to Isandlwana and then distributed to the very needy and isolated schools in this cluster.

Four American tourists, whom Irma and Shirley met at Isandlwana Lodge, and who were impressed with the work with which we are involved, gave a donation which has enabled us to create 15 A3, laminated posters of Edupeg pictures, per school, to promote knowledge and awareness of the world beyond the very limited confines of the children's world (in Isandlwana).

I am well pleased with what we have been able to achieve in this province, this quarter.

## STATISTICS

| Cluster                      | Schools   | Learners     | Teachers & |
|------------------------------|-----------|--------------|------------|
|                              |           |              | Principals |
| NDWEDWE                      | 13        | 3188         | 100        |
| CAMPERDOWN                   | 3         | 2305         | 74         |
| UMBUMBULU                    | 4         | 2012         | 50         |
| PI ETERMARI TZBURG           | 4         | 1488         | 42         |
| I SANDLWANA                  | 6         | 2185         | 59         |
| PORT SHEPSTONE               | 4         | 1071         | 34         |
| KOKSTAD                      | 4         | 3203         | 58         |
| <b>TOTALS FOR FIRST TERM</b> | <b>38</b> | <b>15452</b> | <b>417</b> |



**PRINCIPAL COMMENTS**

- ✿ Your continuous development, assistance and support has been of great benefit to the whole school, as educators, teaching strategies, techniques and methods have shown great improvement.  
(M.B. Mkanyana – Deputy Principal – Powerscourt Primary School)
- ✿ The Edupeg team has taken the school up to a very high level academically. There is every proof that the school we are feeding is praising our children because of the help given by the Edupeg team in our school.  
(L.R. Simamane – Zubane Primary School)
- ✿ The school has been greatly developed by the Edupeg project. It is always a pleasure to be visited by the team, albeit some minor misunderstandings. We would appreciate one more visit as we had prepared more lessons than the facilitators could accommodate.  
(S. Jafta – Seven Fountains Primary School)
- ✿ Thank you for the positive support that you give to the educators and learners. To interact with you is meaningful and makes us teach effectively.  
(C.S. Mtshali – Acting Principal – Isandlwana Primary School)
- ✿ We, Cebelihle Primary School, highly appreciate the assistance that we received. In each and every visit we gain a lot. Please keep on with this good work. God bless you.  
(Mrs. M. Mhlambo – Cebelihle Primary School)
- ✿ We appreciate the visits and support given to the school by the Edupeg facilitators, e.g. Foundations for learning files.  
(S.N. Mchunu – Camperdown Combined Primary School)
- ✿ Edupeg resources are so useful to both educators and learners. The books have got a lot of information with integration in all Learning Areas. Learners enjoy the Edupeg lessons. Your support is so appreciated. Thank you.  
(Mr. E.M. Khomo – Mashiwase Primary School)
- ✿ We enjoy the partnership between our school and Edupeg, especially the support from the facilitators who visit our school, Mrs. Kiviet and Mrs. Godlwana. In 2010 we have resolved to use Edupeg as homework for reinforcing concepts learnt in class.  
(Mrs. A.N. Ngcobo – Inkwali Primary School)

**TEACHER COMMENTS**

- ✿ Transformation is killing us as educators. The curriculum is amended now and again and we are supposed to change our approaches to teaching per curriculum as if we were chameleons. Edupeg is great and enjoyable. Keep it up, guys!  
(Mr. S.M. Mahlambi – Powerscourt Combined Primary School)
- ✿ Edupeg is very helpful and has good activities used by educators and learners. Concentration and thinking skills are developed together with self-esteem.  
(Mr. B. Sibisi – Umsumduzi Primary School)
- ✿ I was really pleased about the way the Edupeg facilitator recommended me for the good work that I have done. She was most encouraging and did not come to criticise, but to help.  
(N. Cingo – Seven Fountains Primary School)
- ✿ Edupeg books are helpful when I am doing my 10 minute oral work, according to Foundations for Learning and also help me when giving learners homework, in order to practise more. The facilitator was helpful and assisted during group work. Thank you.  
(Z.V. Jiba – Seven Fountains Primary School)
- ✿ Edupeg helps make mathematics fun, promotes literacy and language skills, helps improve communication in the classroom and makes lessons easier.  
(Mr. M. Mazibuko - Cebelihle Primary School)
- ✿ I think this programme is very helpful in numeracy, not only for counting but for the development of the learners' concentration.  
(Zorine – Camperdown Primary School)
- ✿ Edupeg can be used as a consolidation of the exercise work done. This can also introduce a lesson using oral and mental work.  
(N.K. Shezi – Inkwali Primary School)
- ✿ Edupeg is helping a lot because it goes hand in hand with what we teach. It also gives the learners much understanding and the learners enjoy it.  
(Miss Bele – Isulethu Primary School)
- ✿ It is a pleasure for me to say something about Edupeg. We enjoy it and so do the learners. The facilitator develops us. She is very good in explaining the programme and is also active and always in a good mood. Thank you.  
(Z.V. Dlamini – Mashiwase Primary School)

# Botswana

## STATISTICS

| Cluster                      | Schools   | Learners    | Teachers & Principals |
|------------------------------|-----------|-------------|-----------------------|
| BOTSWANA                     | 11        | 4715        | 158                   |
| <b>TOTALS FOR FIRST TERM</b> | <b>11</b> | <b>4715</b> | <b>158</b>            |

Jason continues to be warmly received at all of the schools in our Botswana outreach programme. His flexibility, approachability, patience and willingness to assist teachers has ensured that he is always welcome in classrooms. The national transfer of teachers has once again caused challenges in almost all of the schools with which we are involved. Some classes have been “doubled up”, which results in an almost overwhelming task for the teacher. Classrooms jam packed with desks, chairs and pupils, daily, is very tiring, often to the level of being exhausting. Quality teaching cannot take place in such an environment, and the pupils too, are losers.

It is very encouraging to note that almost all teachers are now utilising the Edupeg resources in lessons. The predominant teaching strategy remains “talk and chalk”, which minimises pupil engagement with tasks. However, teachers are beginning to do usually up to 5 examples from the Edupeg exercise, have the children copy these, and then the exercise is to be completed (by the pupils). In some classes, time is then spent with the weaker learners, giving them additional assistance and guidance. The brighter learners, who finish the set tasks quite quickly, are able to self-correct their work, and additional Edupeg tasks are then given.

It is also pleasing to note that many teachers are also recognising the value of the pictures in the Edupeg books, and how these can be used to promote language skills, both in English and Setswana. At present many of the language lessons are quite prescriptive and limiting, but as teachers become more confident with the resources, I feel that they may become more adventurous. Differentiated activities within a class is not a teaching method that these teachers are potentially familiar with. Greater planning, good classroom discipline, strong grasp of the subject matter to be taught, goal and lesson outcomes, etc all need to be well established to engage in such lessons. Jason frequently demonstrates a lesson, then he team teaches the same lesson, then he observes the lesson, and in this way builds up confidence and competence, in a very unthreatening manner. Teachers have responded well to this system.

The on-going testing of children, marking and evaluating the results and writing and submitting reports, appears to be taking much teaching time, as all of these activities take place in school hours, i.e. the marking, evaluating and written reports are not completed once the children have left after the teaching day has been concluded.

As the Standard One classes are not involved in the above, Jason has spent quite a lot of time with these teachers, who appear to be delighted with the potential that our Edupeg books hold for the young learners. Jason has also utilised time supporting the Standard Seven pupils with study skills. He has introduced the learning of multiplication tables, the use of mind maps and creating crossword puzzles to enhance knowledge and the retention thereof. These ideas have been very well received and the teachers and principals are very grateful for Jason’s input and support.



Our chess clubs are all also now well established, and some schools are asking for tournaments to be set up between schools. Focus, concentration, strategy and cognitive skills, as well as patience and social skills are all developed when playing chess. Jason is patient and enjoys playing with the children, showing them strategies to enhance their games. He also recently had a match with one of the chess club teachers, much to the delight and entertainment of the pupils.

Jason continues to transport food supplies to Bana Ba Metse, during his week in the Okovango Pan Handle. This courtesy saves Steve petrol costs, which with the rising price of this commodity, are quite significant. Jason engages fully when at the project, teaching, co-teaching, supporting remedial students and extending the brighter pupils.

Bana Ba Letsatse continues as an inspirational project that is making contributions across a number of social challenges. Here too, Jason is very flexible, as he assists with the Edupeg lessons, tells stories, take the children for nature walks, plays football and also helps with homework.

Development work remains a slow process. When looking to change methods of teaching, we are working directly with people, along with the curriculum and the education department’s desire for improved results. We are fortunate that Jason has worked with the teachers with sensitivity and respect and thus trust has been established.

Embracing change remains a challenge for us all and we are grateful for the generous funding from The Wild Foundation that makes it possible to fulfill this educational outreach programme in Botswana.

