



REMEDIAL CLASSES

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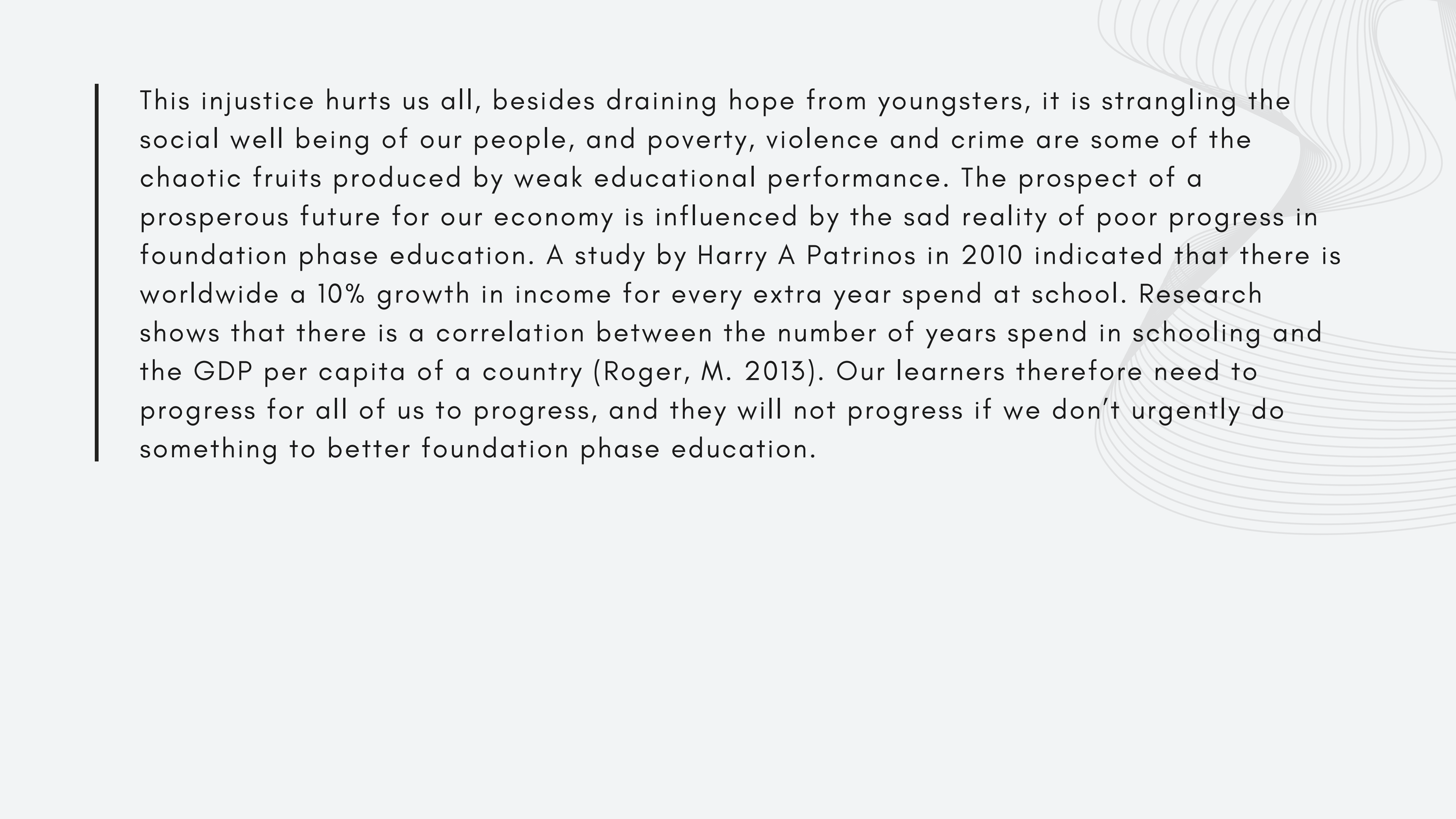
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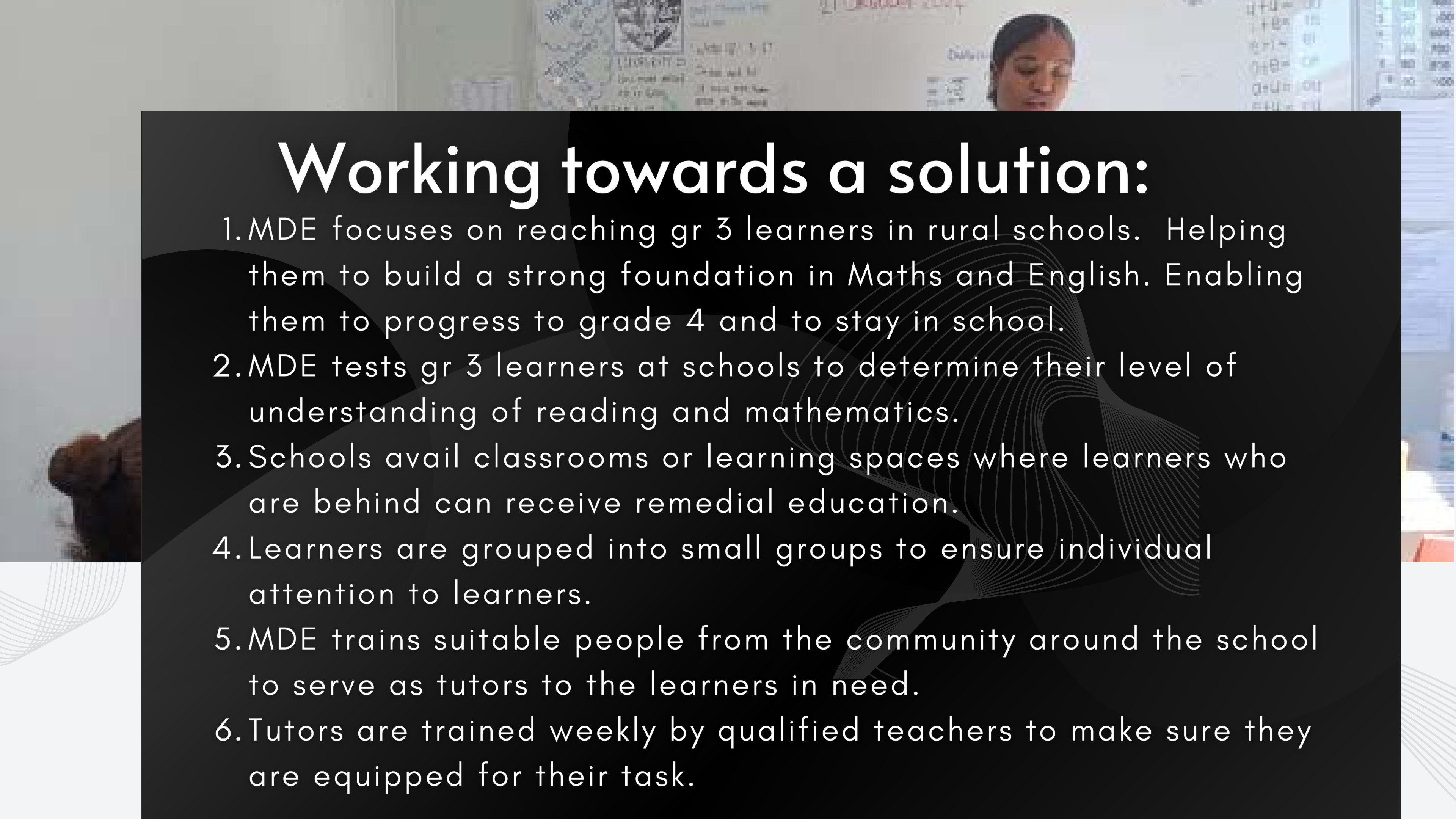
Why is intervention in foundation phase education urgent?

1,2 million 6-year-old children enter gr 1 yearly in South Africa, meaning that from gr 1-4 we have roughly 4,8 million learners in our education system. Four million eight hundred young children get up early every morning to prepare for another school day. In certain areas parents struggle to provide clothes for the tiny bodies and shoes for the small feet, in some households there are a challenge just to get enough food in their hungry bellies before they leave. Many learners walk far to reach the nearest school, others stand from before sunrise waiting on a bus, a daily effort to learn. Waking up at 4 or 5 o'clock in the morning, coming back at four in the afternoon, a long day for the sake of education, a better future.

It is therefore heartbreaking that 3,9 Million of the 4,8 million gr 1-4 learners are going through these hardships and efforts without the expected results. The latest international survey conducted in South Africa in 2023, PIRLS (Progress in International Reading Literacy Study) indicated that 81% of learners in gr 4 cannot read with understanding. Three to four years of daily effort, and most of our children still haven't reached the most basic step, namely the ability to read. This reality is stopping them from further meaningful progress. According to statistics only 50% of gr 1's will reach matric in their next 12 years. Many children drop out of school at an early stage, ending up on the street or in other uncertain circumstances.



This injustice hurts us all, besides draining hope from youngsters, it is strangling the social well being of our people, and poverty, violence and crime are some of the chaotic fruits produced by weak educational performance. The prospect of a prosperous future for our economy is influenced by the sad reality of poor progress in foundation phase education. A study by Harry A Patrinos in 2010 indicated that there is worldwide a 10% growth in income for every extra year spend at school. Research shows that there is a correlation between the number of years spend in schooling and the GDP per capita of a country (Roger, M. 2013). Our learners therefore need to progress for all of us to progress, and they will not progress if we don't urgently do something to better foundation phase education.



Working towards a solution:

1. MDE focuses on reaching gr 3 learners in rural schools. Helping them to build a strong foundation in Maths and English. Enabling them to progress to grade 4 and to stay in school.
2. MDE tests gr 3 learners at schools to determine their level of understanding of reading and mathematics.
3. Schools avail classrooms or learning spaces where learners who are behind can receive remedial education.
4. Learners are grouped into small groups to ensure individual attention to learners.
5. MDE trains suitable people from the community around the school to serve as tutors to the learners in need.
6. Tutors are trained weekly by qualified teachers to make sure they are equipped for their task.



Working towards a solution:

7. MDE appoints qualified teachers to continuously train all tutors in the program and do regular class visits.
8. All learners are tested regularly to measure their progress and to take needed actions.

Benefit of this program:

It is a cost-effective way to reach many learners in rural areas.

The department of education and schools are very positive about the program.

Progress of individual learners can be measured.

It creates skills and income for people living in the communities around the schools.



How do we measure progress?

- MDE developed a **digital platform** on which the progress of every learner is measured. Learners write regular math and language tests to indicate the effectiveness of the tutoring and to make sure that we can address issues that may occur.
- All tutors in the program are **trained weekly** and **monitored monthly** on certain key performance indicators. Their performance is logged onto the platform to monitor their progress.
- The schools, Department of education and all entities involved receive **regular reports** on the progress of learners in all the different programs.



The program is easy scalable;

- MDE has almost a hundred tutors in the program teaching more than 2000 learners in 36 different centres in Gauteng, Free State, Northern Cape, Western Cape and Mpumalanga. Our model is quick to set up and we have skilled people in the program to ensure that we can start new projects in most places in South Africa.



Project development

| 99

Tutors

| 2667

Learners

Year	Remedial Class Centres	Learners	Tutors	Overseers
2020	7	400	25	3
2021	10	590	36	4
2022	17	960	56	6
2023	23	1300	72	8
2024	30	1900	92	11
2025	36	2667	99	13

You can be part of the solution:

The social stability of a country is greatly dependent on the health of the business sector, and the future stability of the economy is also dependent on the social wellbeing of a country. Where responsible, constructive partnerships exist between these two sectors, countries will thrive. **Businesses therefore play a leading role in the prospect of a successful future.**

By partnering with MDE, we have an opportunity to work together to set today's children on a firm foundation so that they can help build the future country we want to live in. MDE depends on the support and partnership with the private sector, businesses can become partners in impacting the communities where they do business and where their staff lives. By doing this, businesses are helping to stabilize the social structure of our country which is critical for a sustainable future economy.

MDE can help businesses to comply with some of the **BEE requirements** like social development, skills development and supplier development. MDE is also a certified 100% black owned entity and can hold shares in businesses as a black partner

Gallery





Thank You

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