

Registered Charity No 1041672  
In association with Village Education Project Tanzania Limited

Patron: Dame Judi Dench CH



Education is life – Elimu ni uhai

# PROJECT'S PROGRESS

SUPPORTERS' NEWSLETTER **SUMMER 2014**

## Twenty Years On...

Strictly it is not quite twenty years. Village Education Project Kilimanjaro was registered with the Charity Commission for England & Wales with effect from 21<sup>st</sup> September 1994, but, in fact, its first work in Tanzania was not performed until early 1995. It was, though, in 1994 that the first fundraising took place.

Katy Allen set up the charity after going to live in the Kilimanjaro region of Tanzania in January 1994, and it was her mother who raised the first few hundred pounds from her friends which enabled VEPK to get underway in Tanzania.





The first renovation in 1995 at Mauo primary school. The 'before' (top) and 'after' (bottom) photographs of one classroom.

## SCHOOL RENOVATION WORK

That first work was the renovation of a classroom at Mauo primary school where Katy was teaching English as a foreign language to Standard (year) III. Fundraising was much easier once there were 'before' and 'after' photographs showing the utter transformation. Before long the whole of Mauo primary school was renovated. From there renovation and building work continued with the complete renovation of ten government primary schools, and help with renovation and building of classrooms, school lavatories, kitchen huts, putting in water standpipes etc. at numerous other primary schools.

The renovation work was a good starting point for the charity; it made an immediate difference to each school with improved morale and increased attendance of pupils; it was something visual for donors to see what their money had produced; it gave VEPK publicity and credibility in its first years of operation; it enabled VEPK to start to cooperate with school staff and education officials.

This work has not been a main focus of VEPK for some years, but sometimes there are donors who wish to help at a particular primary school and we will then help to get building or repair work done. Recently we were approached by a charity in Dubai,

for which we had renovated a primary school in 2002, asking if we could choose another school for them to sponsor the renovation. We chose Sumaye primary school in Mabogini ward. One classroom and an office have been built, and funds to enable more classrooms to be built are expected later in the year. Sumaye only has three classrooms with 260 pupils and it needs seven classrooms and a proper staff room and an office for the head teacher. We are hopeful that all this will be provided which, in the words of Mama Miombo the head teacher, "is more than my dream come true. I have prayed to God to help my school and I never gave up hope."

## VOLUNTEER TEACHERS FOR THIRTEEN YEARS

The initial work of VEPK was also to help the primary school pupils. Katy started teaching English as a foreign language to pupils in Mauo and Mshiri primary schools in 1995. From that work the 'gap year' programme arose. Each year from 1998 to 2010 native English speakers from England who had completed their schooling or their degrees went to Kilimanjaro to teach English to primary school pupils. They taught from the beginning of the school year in January until August or September, and so were able to complete the school syllabus. In November before their departure to Tanzania each group attended an intensive two-week training course which Katy and other specialists ran. This introduced the 'gappers' to the local culture, gave them a crash course in Swahili, gave them instruction in English grammar and teaching

methods, and gave them extensive practice in teaching various mini-lessons. Over the thirteen years the 'gap year' programme was a great success with 77 volunteers taking part. With the programme came the annual school outings for the pupils. Each year Standard IV pupils from two chosen schools went to Lake Manyara national park to see the animals for the first time in their lives, and then to Pangani on the Indian Ocean to see the sea and swim in it and to have their first ever holiday. For a few years some of the older pupils climbed Mount Kilimanjaro with the 'gappers' and the boys realised that their aspirations to be porters on the mountain to be like their fathers was not perhaps what they wanted.

VEPK is still grateful to all the 'gappers' who put so much energy into their teaching and who gave their pupils confidence in speaking English along with many fun lessons. It was not an easy time for them grappling with village life in such a different environment and culture but they all coped admirably and helped to promote the reputation of VEPK. Some head teachers wrote to VEPK demanding 'their right' to have 'gap year' teachers in their schools.

By 2010 VEPK had moved its work in government primary schools to Mabogini ward which is a 90 minute drive from its office and accommodation in Mshiri village. It was no longer possible, with the problems of transport and logistics, to run the 'gap year' programme with proper supervision and observations in Mabogini. The programme ended in 2010.

Sumaye primary school's new classroom in June 2014



## THE BEGINNING OF THE WHOLE SCHOOL DEVELOPMENT PROGRAMME AND THE YEAR'S PROGRESS

From the very beginning it was clear that the lasting help which was really needed was to work with the primary school teachers to increase their knowledge of their subjects, their confidence and their teaching methods. This was a more difficult area to penetrate. Teacher training and professional development are matters under the control of the government, and the teachers themselves are very aware of the authorities above them and of the need to conform.

In 1996 a teacher-trainer at the Marangu Teachers' Training College came, at VEPK's request, to Mauo primary school once a week to help the teachers with their teaching of English. That was the beginning of various specialist volunteers visiting to work with primary school teachers in the schools and to give seminars. In 2003 VEPK gained valuable assistance from British Executive Service Overseas, and Geoffrey Dixon, a retired primary school head teacher, made his first of several visits.

Geoffrey could see what we were trying to do and he guided VEPK to start its Whole School Development Programme (WSDP) and so to formulate a programme with aims to: improve teaching and learning; raise the level of teachers' understanding and knowledge in relation to their subjects and generic teaching skills; assist head teachers with management and administration; build closer links between schools and the community; work closely with the district education authorities in all parts of the programme and to work with education officials at all levels with the aim of



Geoffrey Dixon on one of his early assignments

influencing policies of the Ministry of Education & Vocational Training.

The current WSDP was approved by the District Education Officer for Moshi Rural and implemented in 2006. A year later a formal partnership and collaboration was established with Singa Chini Teacher Training College.

From our previous experience working with teachers and from the work of our specialist volunteers we had a valuable insight into the main difficulties facing teachers and which hindered them in their teaching. In order to solve some of the problems it was necessary to build closer relations with the district education officials. Four separate training programmes were held for each District Education Officer and each Chief Inspector of Schools from the seven districts within Kilimanjaro region. These were historic as at no other time did these officers sit together. Indeed, it was admitted that very few District Education Officers knew their Chief Inspector of Schools by face. The objective of improving the administration in their offices and their liaison with each other and other education officials was only partly met. Transfers and retirements meant that the same individuals did not attend all four programmes. However, those who attended benefited, and the reputation of VEPK as a serious partner in the region's educational development was cemented.

The partnership with Singa Chini Teachers' Training College has proved to be greatly beneficial. Tutors have assisted with training for head teachers in the running of their schools, and particularly the constitution and work of their school committees (which are akin to boards of governors). Two tutors were commissioned by VEPK to write a short, easy-to-use handbook for school committee members which has recently been printed and distributed to schools.



Anne Samson with tutors at Singa Chini and Dilly Mtui (r)

With Dr Anne Samson joining VEPK's cadre of specialist volunteers in 2005, Jane Firth in 2009, and Barbara Kerr starting her full-time long-term assignment in late 2012, VEPK now has a core of expertise that is second-to-none for its knowledge of the government primary education system, curricula, administrative problems and academic weaknesses.

## METHODS OF ASSESSMENT

In August last year Anne facilitated the final of several sessions with the District Inspectors of Schools for Moshi Rural district and the tutors of Singa Chini Teacher Training College to conclude their discussions on the assessment of pupils' work.

Currently, the only methods of assessment permitted in the schools are written work in exercise books and tests and examinations. As the government is stressing 'participatory teaching' it is important to bring in new methods of assessment. A representative of the Zonal office of the Inspectorate of Schools for the north-eastern zone was present, and helped to guide the session to its conclusion. After discussion it was agreed that a report of the conclusions from these sessions should be written and sent to the Ministry of Education & Vocational Training passing through the Zonal Chief Inspector of Schools for the north-eastern zone. The conclusion was that restricting the mode of assessment which teachers can use in their lessons to written work is hampering the adoption of 'participatory teaching' or 'child-centred learning'. These learning/teaching methods are also called 'active learning' and 'visible learning'. In our report we used the term 'effective learning'. Promotion of creativity and problem-solving amongst other skills is only possible if effective learning is adopted in full. Primary school teachers are still using the old teaching methods of 'chalk and talk', and pupils are still much occupied copying exercises and notes from the blackboard. A new development has been the placing of pupils in groups. The development of 'group work' is seen as evidence of effective learning. However, in itself group work does not amount to effective learning. The new reliance on group work is concealing the full understanding of effective learning – what it looks like and how to achieve it. Effective learning promotes the learners to think critically and to innovate their own ideas, with the teacher as their facilitator. Learning is by nature an active endeavour, and different pupils learn in different ways. The unique advantages of effective learning are that the pupil is not subjected to endless passivity, it requires no special aids or equipment, pupils can be resources for each other through paired and group activity, it is applicable in large classrooms, and it

allows all pupils to speak and participate through discussions and presentations. Mostly the teacher will see and monitor whether learning is taking place and whether real understanding is achieved as the task itself forms part of the assessment method. To insist that in each lesson the pupils must write in order for the teacher to assess the learning from the lesson undermines the core principles of effective learning. Understanding how to assess the pupils' learning is a key part of understanding effective learning.

The report made the following request of the Ministry:

*'...that an explanatory circular be distributed to all primary school teachers and inspectors, and other stakeholders, which makes clear that assessment must be effective for the objectives of the lesson or part of the lesson.*

*'Therefore, such an explanatory circular to be distributed to all stakeholders could set out that Assessment Evidence can be:*

- *a teacher's observations of a task being completed by pupils*
- *questions asked by the teacher which elicit the knowledge and understanding of the pupils*
- *reference to a teacher's checklist listing which pupils achieved/understood what task/activity*
- *pictures or models composed or made by the pupils*
- *any other assessment method that is effective to assess the learning and understanding of the objectives be it evidenced in writing or by any other means'.*

The report was signed by all parties, and the Zonal Chief Inspector of Schools sent it to the Ministry of Education. A response is awaited and this is being followed-up.

## MEETINGS IN DAR ES SALAAM

Over the years VEPK has had meetings with many key officials in Dar es Salaam at the Ministry of Education & Vocational Training, the Tanzania Institute of Education, the University of Dar es Salaam and, in 2011 an audience in the State House with His Excellency the President, Dr Jakaya Kikwete. In the last year VEPK has had productive meetings with the new Permanent Secretary at the Ministry of Education & Vocational Training, and with the Director of Research

at the Tanzania Institute of Education. For the latter Barbara Kerr and Katy Allen prepared a detailed analysis of the primary mathematics syllabus and its deficiencies with recommendations for improvements.

### Detailed analysis for maths teaching

Barbara and Katy's document noted, *'All primary education is a delicate mixture of developing skills within pupils and giving them knowledge. ...However, in primary education the skills which are developed consciously in the teaching of mathematics are: counting skills; skills in working with numbers – adding, subtracting, dividing and multiplying; place value skills; thinking and problem-solving skills; application skills (applying knowledge gained); skills in measuring; skills in sorting and classifying; skills of estimating; visual/special-awareness skills; skills in logical progression; skills of logical deduction. Many of these are missing from the syllabus. Those skills very much relate to mathematics being part of everyday life. ...The most relevant and interesting way to teach mathematics is to use real-life situations. This will use 'narrative' questions, so that pupils are given a scenario and then have to work something out.'*

The document then analysed the syllabus for each Standard noting the deficiencies and then noting what was missing altogether. For example:

#### 'Standard I

- i. *The syllabus jumps from working with numbers 1 to 9 to working with numbers 1 to 99. There is no development of number facts and counting, nor of place value for units and tens. These underpin place value knowledge in other Standards. This is a huge problem further up the school.*
- ii. *Adding with carry numbers: pupils are still developing the facts of numbers and basic processes; they have not been introduced to place value, and they are required to add with carrying. This is too advanced.*
- iii. *Adding and subtracting horizontally with carrying: This is using the 'abstract' too early, and is too advanced at this stage. Place value must be introduced first, with lots of 'concrete' work.*
- iv. *Number facts and processes must be introduced moving from 'concrete' to 'abstract'. This needs to be done slowly because at this level pupils are still very much at the basic 'concrete' level of learning and understanding.*



Barbara Kerr

Missing from the syllabus:

- a. Developing the knowledge of simple ordinal numbers. Developing 1 to 1 correspondence when counting (e.g. 4 represents four bottles/sticks or buttons etc.)
- b. Place Value - the understanding of 1s and 10s. Pupils need to understand that 10 is a countable group
- c. Counting on from a previous total
- d. Developing concepts or ideas in measurement such as longer/shorter
- e. Developing ideas or concepts in geometry such as sorting objects according to shape
- f. Ordering numbers between 1 and 20

The document concluded:

*'The teaching and learning of mathematics is deficient in schools in Tanzania, as is evidenced by the results not only in the Primary School Leaving Examinations of Standard VII, but also in the Form IV national examination results. Of more importance than the mere statistic of examination results is that Tanzania is now producing students who have passed through its education system who are not mathematically literate. ...The problem is that mathematics is taught with much use of numbers and figures alone and with rote learning of formulae.*

*'Very little is done with 'concrete' items which help to make mathematics real. There is little connection to the real world and the practical day-to-day use of mathematics. After all, the reason for teaching mathematics is so we can function in everyday life. There is not enough emphasis on problem-solving which brings mathematics to life and which really tests the pupils' knowledge and understanding.*

*'Some of the learning, and most of the introductions of topics are beyond the actual mental development of the*

*children in that Standard. This results in the pupils very early on feeling that mathematics is hard and they cannot do it. This in turn creates a negative mind-set for the rest of their education.*

*'Topics are taught at separate, discrete times, and there is no integration of mathematical ideas, processes or concepts. ...*

*'The syllabus more often than not goes immediately into 'abstract' concepts before the pupils have an opportunity to develop a sound understanding of the basic mathematical idea or process. Children need to be prepared for each stage of their learning. This is done by building up from one topic to another. Each must start with 'concrete' activities so that the mathematics can be SEEN and can be done by each pupil. From there the abstract use of numbers can be introduced. By the end of the teaching of that topic the pupils will be using sums alone and answering problem-solving questions. In this way pupils will understand, and enjoy their learning. Success breeds success, and only if pupils can understand the very basic stages in mathematics will they succeed in their future studies.*

*'If the teaching and learning of mathematics is to improve then the primary school syllabus needs to be re-written to take account of the issues mentioned above.'*

This analysis was very well received and it was said it will be used as a basis for rewriting the syllabus when the Institute decide to do so. This will be pursued, and VEPK will try to exert pressure for the urgency of a revision or overhaul of the syllabus.

It should be noted that no other charitable organisation is producing research and analysis of this nature in order to improve government primary education. To be able to do so requires long experience of working in the primary schools with the teachers together with a thorough understanding of the syllabuses and prescribed textbooks. Again, this evidences the value of Village Education Project Kilimanjaro's long-term approach to its work.

**TEACHING MATERIALS**

Building on our achievements working with teachers in the teaching of mathematics, Jane Firth wrote three books to guide teachers in their teaching of basic mathematics to pre-primary, Standard I and Standard II pupils (aged 5 to 8). VEPK has printed these and they are in use in the schools in Mabogini ward.

In September last year Jane gave a day's presentation at the Mathematical Association of Tanzania's annual



Jane Firth helping in a pre-primary class

conference in Mbeya. This was for primary school mathematics teachers who teach the 'early years'. Jane emphasised the use of 'concrete'/real items so that regard is given to the development and ability of the pupils. Other issues covered were the importance of 'place value' (units, tens, hundreds) and the importance of number-bonds (all additions and subtractions of numbers from 0 to 10). The annual conference had not catered fully for the needs of primary school teachers before, and their feedback was wholly positive.

As well as Jane's books, Geoffrey Dixon also wrote six guides for teachers of mathematics in Standard III to Standard VII. These guides cover topics which cause great difficulty and in which the teachers lack knowledge and confidence. The guides are for teachers to gain a thorough understanding of the topics before they attempt to teach them. The topics include fractions, graphs, geometry and algebra. The teachers' guides have been translated into Swahili and combined to form one book. VEPK now has funds to print the books for distribution to the teachers.

For the teaching of English VEPK has produced the NOEC books. The books are an amended version of the tried and tested English course (New Oxford English Course) which was in use in all Tanzanian primary schools and from which the pupils learned enough English in the first two years to be able to pursue all their lessons in English from then onwards. The course starts in Standard III. The new title, New Original English Course, preserves the well-known NOEC acronym.

VEPK has also produced a new Language Awareness Course for Standard I and II in order to prepare and motivate pupils for learning English.

**NEW PILOT PROJECT**

In 2013 VEPK entered into an exciting partnership with FT Kilimanjaro. The latter is a Dutch organisation which works in the Mabogini and Arusha Chini wards in Moshi Rural District in health, agriculture, infrastructure, income-generation and education. Two Dutchmen head

up the operations in Tanzania and neither has the necessary expertise to run the education programme they desired to run in six government primary schools. VEPK is running this programme and the funding is being shared. With the reputation of FT Kilimanjaro and its experience working in Moshi Rural District, shared with that of VEPK, this joint programme is charting new waters.

Four of the primary schools are in Arusha Chini Ward and are new to VEPK. Two of the schools are in the next door ward of Mabogini and are schools in which VEPK has worked since 2010. The ward education officer for Mabogini is Mr Msuya with whom VEPK has already enjoyed working. The ward education officer for Arusha Chini is Mr Ngowi who is equally as efficient and amicable as Mr Msuya. FT Kilimanjaro have secured the assignment of Mr Mlay as the programme's coordinator, and VEPK worked most successfully with him when he was head teacher at Mserikia primary school in Mabogini ward. These three are not only a joy to work with but ensure that the programme is a full collaboration between the government from their side and outside expertise on our side.



Mr Msuya



Mr Ngowi



Mr Mlay

The District has approved the running of the pilot programme and the use of Jane Firth's maths books for teaching mathematics in pre-primary, Standard I and Standard II, and more importantly the use of the new English books for Standard I and Standard III.

For Standard I there is a brand new Language Awareness Course which adopts a distinct and new



highest quality, and eventually he connected the centre to the internet. The centre went from strength to strength being used as both a business centre for photocopying, printing, laminating, typing, internet use and training, and as a social centre where young people in the village would come to learn about and use the internet.

In recent years we were lucky enough to have Craig Collier to run the centre with his immense knowledge and complete 'techie' approach. Sadly Craig decided to return to the UK in December 2013. He is still in touch and very happy to offer 'remote' help. Luckily for us he had already trained Michael Adams to a high standard. Michael is now running the centre and running courses on computer use. Doreen Mzava still takes charge of photocopying, lamination and printing.

With mobile telephones now offering so many services the use of the centre for email and internet has reduced. However, Michael is busy with students who want to learn how to use a computer and various programmes, together with typing skills and English language for computer use.

## VOCATIONAL TRAINING

At the request of villagers VEPK was encouraged to build and start a vocational training centre with courses which were popular at the time. In 1999 the centre opened offering courses in masonry, carpentry and tailoring. However, as all girls blindly pursued tailoring with very little work on offer at the end of their training VEPK sought to start a handicraft course. With further help from British Executive Service Overseas VEPK was blessed with the services of Sue Lowe. Sue not only trained three teachers in art and design (and these were people who had never had an art lesson at school and did not know that mixing two colours made another colour) but also opened the Village Crafts Shop



Village Crafts shop

with enough saleable stock, and all within a three month assignment. Sadly, Sue Lowe died a few years ago, but her memory lives on with VEPK and Village Crafts Shop is thriving to this day with Mama Mlay still at the helm.

Another death was that of Mr Brighton Mariki the school's principal from 1999 until his death in 2010. There is no doubt that Mr Mariki established the school's reputation and was the reason for high enrolment. Since his death things have changed, and not least of these is the changing fashion among young people for courses to study. Masonry and carpentry are not 'cool'. At the vocational training school there are still several pupils but nothing akin to the numbers that were enrolled in the past.



Mr Mariki outside the vocational training school

VEPK for the last few years has desired to hand over the existing centre to the villagers as there are a few who have shown keen interest in taking on the buildings. This will be done under the authority of the District Executive Director who is custodian of the land on which the buildings stand.

VEPK is building a new centre which will principally be a motor-mechanics training school. This is an expanding area of employment as more and more new vehicles enter the country, and the old ones keep going. The first site with a building completed on it was then announced to be on the route of a proposed highway and so the building was ordered to be demolished. Only two-thirds of the promised compensation has been paid, and that was received 18 months after it was due. After negotiations it was agreed that the building could be demolished and all materials taken to the newly acquired site in lieu of interest which should have been forthcoming for the late payment. This was done. The outstanding compensation should be paid after the government's new accounting year starts in July.

The new site is on the main road from Himo to Moshi which is on a busy bus route and so is easily



New motor-mechanics centre showing the workshop inside the wall. The three classrooms lie behind the foreground carpentry workshop.

accessible by teachers and students alike. The buildings are progressing well. The new motor-mechanics workshop is nearly finished, and a block of three classrooms is well underway. Already finished is a carpentry workshop which will be used, not necessarily for training, but principally for commercial production. The motor-mechanics will also be a commercial garage, as well as a training school for students although students will not work on the vehicles of clients initially but only on special engine parts and old vehicles.

We are also working to forge links with motor dealers in Dar es Salaam for work-experience and post-qualification apprenticeships for our students.

The motor-mechanics training operation should start in January 2015 and we are now recruiting volunteers from the UK who have experience in running a garage to come to help set up good working systems.

The site is large and so there is plenty of space for a smallholding where the students can help to grow maize, red kidney beans and vegetables for their own consumption as well as for sale.



New motor-mechanics workshop

## ADMINISTRATION

For the first ten years the UK office was a cramped bedroom in Katy's mother's house. In April 2005 the trustees agreed that there was enough income to warrant the rent of an office. That first office is still rented today at a cost of £188 per month.

For the first seven years very little was charged to the charity to cover administrative expenses and no salary was paid to anyone. Only in late 2002 was there deemed to be enough money to pay a small salary to Katy. From an initial £6,000 gross p.a. the salary has risen to £17,000 gross p.a. There are no other paid employees in the UK although the charity does pay for some services to help with design, printing, and publicity.

Most of the work of the charity is carried out by volunteers: Michael Brignall acts as Independent Examiner for the annual accounts and over the years has given sound advice; Barbara Chinner helps with all correspondence and administration when Katy is not in the UK; John Douglas works tirelessly for fundraising climbs and events, and travels the country getting donated equipment for the new motor-mechanics workshop, and leaves no stone unturned in his quest to get more money for our work; Pat Knight keeps the cash books and donor information up-to-date on spreadsheets; Vince Robbins does all the technical work on the website and keeps it high up in the Google ratings. In Tanzania Anne Samson, Jane Firth and Barbara Kerr work to make the Whole School

Development programme the success that it is, as detailed above. The trustees carry out their duties without payment. John Samson and Alix Beldam maintain a close interest in the accounts, invested income and the policies of the charity, and advise on the strategies of development. They and Katy meet once a year for the Annual General Meeting of the trustees.

The charity's income has risen steadily from its very modest beginnings. In the first accounting year 1<sup>st</sup> October 1994 to 30<sup>th</sup> September 1995 the income was £1,929. The best year with our first very successful sponsored climb of Mount Kilimanjaro was 2010/2011 with income of £240,368. Last year, 2012/2013, the income was £164,295. Over all the years the administrative costs have been an average of 3.1% of income.

All at VEPK are proud of how much is achieved with relatively modest funds, and how effectively the money is used on the projects in Tanzania. The UK income runs all activities in the UK and about 97% of our work in Tanzania. The other 3% or so comes to our Tanzanian bank account from donors in America and elsewhere.

Much of VEPK's effectiveness is because of the dedicated work of the volunteers and their contribution cannot be over-estimated.

VEPK hopes that its donors feel pleased to be associated with a slow but steady success story. Help in education is not best achieved with lots of money, ideas or methods imported from Europe nor with dynamic short projects. Our experience of the Tanzanian education system, our many years spent working in the primary

schools with the teachers, and our growing relations with education officials at all levels enables us to work on feasible solutions to the many problems which prevent the primary school pupils from getting a valuable education. We work hand-in-hand with the government as that is the only way that changes to the system can be made.

All of our work relies on donations. To help boost our funds John Douglas organises and promotes fundraising events. There is another sponsored climb of Kilimanjaro in October 2014. Other events are publicised on the charity's Facebook page and Twitter.

## THANK YOU

Our annual income comes from our donors; some of that income in large donations and some in small amounts. Whatever the amount every pound or dollar is a valuable contribution to our work. We thank everyone for every donation and for taking an interest in our work and supporting what we do.

We are benefiting large numbers of beneficiaries in the Moshi Rural District and also extending the area of benefit more widely across Tanzania. Every donor has helped to make that possible, and with your generosity we can continue to make a noticeable contribution to the improvement in the quality of education in Tanzania.

Please continue your support and help us to carry on our valuable work.



*A pupil holds one number on his head and counts on*



*Jane's seminar training teachers of mathematics*



*Pupils use dice then cover written numbers to reinforce number recognition*

Change in education happens successfully when those involved understand the reasons for it and the benefits that will come from it. What to change and how to do it starts by being with teachers in the schools (ground level), and progresses to cooperation with officials which leads to changes to curriculum, syllabuses, textbooks, etc. (upper levels). The aim of VEPK is to bring the ground level and upper levels together so that lasting improvements take hold. This is ambitious for a small charity, but VEPK is steadily fulfilling that aim.

***Our overall aim is to enhance the quality of education, especially for village children, in order for future generations to become confident and responsible citizens***