



# Instrumental Enrichment Research Projects in South Africa

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- Introduced in 1980s into schools, technical colleges and colleges of education
- Many publications generated using MLE and FIE programme



# THE PROGRAMME: 2 PARTS

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1. Instrumental Enrichment Basic: for ages 3-8 and anyone of any age with serious disabilities.
2. Instrumental Enrichment Standard: for age 9 and up, through adult.



# FIE BASIC:10 Instruments

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Tri-Channel Learning	Know and Identify
Compare and Discover the Absurd	Orientation in Space
Identifying Emotions	Empathy
Finding Patterns	Preventing
Unit to Group	Violence
Reading Comprehension	



# FIE Standard:14 Instruments

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FINDING PATTERNS

ORIENTATION IN

PERSONAL SPACE

ORIENTATION IN

GEOGRAPHIC SPACE

COMPARISONS

CATEGORISATION

UNDERSTANDING

ABSURDITIES

CREATING INSTRUCTIONS

ANALYTIC PERCEPTION

TIME RELATIONSHIPS

PROGRESSIONS

HIERARCHICAL RELATIONSHIPS

VERBAL LOGIC

SYMBOLIC LOGIC

SYNTHESIS



# THREE BASIC PROCESSES

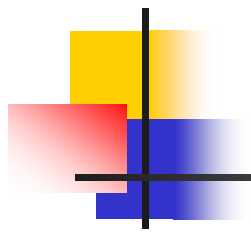
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MEDIATION OF THE TASK

METACOGNITIVE REFLECTION

APPLICATION TO ACADEMIC SUBJECTS,  
THE WORKPLACE, SOCIAL LIFE,  
FAMILY LIFE

# SOUTH AFRICA



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## IMPLEMENTATIONS and RESEARCH AND EVALUATION STUDIES



# IE Research Projects

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- In 1980's Careers Education Foundation South Africa – Prof. Willie Rautenbach
- Technical High School - Systemic approach by introducing FIE programme and lessons into the curriculum and technical subjects
- Infusion of principles and concepts into regular curriculum
- Effects: Graduate students proved to be more successful in the workplace when compared to other applicants

(Levy, 1995)



# Wits University Cognitive Research Programme – Prof. Mervyn Skuy

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- IE programme for disadvantaged gifted learners in Soweto (Skuy, Mentis, Arnott and Nkwe, 1990 , 1992)
- Colleges of Education. FIE training for Pre-service teachers from historically disadvantaged communities; (Skuy, Lomofsky, Green and Fridjhon, 1993), Osman, 1995)
- FIE groups in above studies showed positive gains over the control groups.

After 1994 Colleges merged with Universities, and programmes ended.

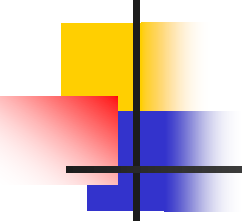




# FIE research in S.A. schools

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- Schools in mining communities (Skuy, Mentis, Mentis and Fridjhon, 1995). Four different cultural groups showed positive gains in self-confidence and cognitive and scholastic skills
- Four schools in Western Cape by UWC and Wits researched FIE as a vehicle for OBE with positive outcomes for teachers and learners (Skuy, Lomofsky, Young, Ajam and Fridjohn (2001))



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**JOHANNESBURG:** A South African study examined 200 **10**th and **11**th grade students in a Black suburb of Johannesburg. One third of the group had IE and a conventional enrichment program; a second group received a combination of IE and a creativity program; a third group received only the conventional enrichment. After 2 years,



## Johannesburg, cntd.

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results indicated superiority of both the first and second (IE) groups over the control group on cognitive, creative, and socio-emotional measures. A statistically significant difference in favor of both IE groups was also found on the Similarities sub-test of the WISC-R Test (Skuy, et al., 1994).

# Research Project in Curriculum 2005

## – WCED Curriculum Services

### Directorate 1998 - 2002

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- FIE was one of several approaches in an action research programme (Lomofsky and Young, 1993)
- Class teachers trained in MLE and cognitive approaches.
- Innovative classroom programmes
- Positive changes in teacher attitudes towards underachieving learners
- Published book “Better thinking, better learning”.



# 2008 – 2010 SSETA Project

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- Trained 600 people in FIE
- From business and industry
- Teachers in mainstream and ELSEN primary schools
- 22 teachers in High Schools for Skills
- FIE trainers followed up with classroom visits to schools for over a year



# FIE Effects on Educators, S.A.

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Two researchers in South Africa conducted a study through testing and narratives to determine the extent to which 24 prospective Mathematics educators at a South African university possess cognitive skills, and to establish the potential of the FIE programme to improve those skills. Results showed that



## FIE and Educators, cntd.

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the FIE programme has the potential to improve and develop cognitive skills and that university lecturers involved in educator-training can be equipped with knowledge about the merits of the FIE programme for improving cognitive performance (Kloppers and Grosser, Journal of Transdisciplinary Research in Southern Africa, 2010).



# Further Research

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Seabi, Joseph (2011). "Relating learning strategies, self-esteem, intellectual functioning with academic achievement among first-year engineering students." South African Journal of Psychology, Vol. 41 (2).





# Further Research, cntd.

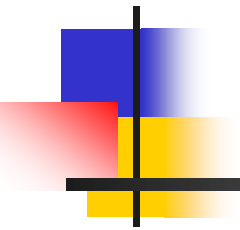
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Durbach, Fleur

Glendinning, J.

Hardman, J.

Pelman, C.





# Further Research, cntd.

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# Current situation in S.A.

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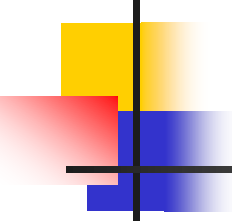
- Schools are doing FIE programmes in schools e.g., Bella Vista, Pinelands North primary School
- FIE-B and FIE-S workshops are offered on a smaller scale and projects are being run in schools, private therapists, and support personnel in an FET college in Cape Town
- Universities and Colleges in S.A. have included Feuerstein's MLE and Cognitive education in undergraduate and post-graduate teacher-training and psychology courses.



# FIE BASIC PROGRAMME

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25 Teachers and Educational Therapists have been trained in Cape Town, Johannesburg, and Durban(2010-2013) in the IE program for younger (age 3-8) learners (IE Basic). In addition, 51 teachers at the National Institute for the Deaf (Worcester) have been trained in a combination of IE Basic and IE Standard.



# Reported Results from IE training in the 4 Sites, 2012

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Reported results from the 4 sites  
(Johannesburg, Cape Town, Durban, and  
Worcester) have included improvement in  
students':

pattern-finding

academic motivation



# Current Results, cntd.

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Self-Confidence

On-Task Behavior

Reduction in Impulsivity

Detail in Explanations

Precision of Comparisons

Planning Behaviour

Attention Span



# Current Results, cntd.

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Organisation Skills

Ability to take others' viewpoints

Independence in Problem-Solving

Making Predictions

Peer mediation

Thinking for themselves.





# WEBSITES AND EMAILS

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# WEBSITES

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[www.icelp.org.il](http://www.icelp.org.il)

[www.iriinc.us](http://www.iriinc.us)

[www.ictaweb.org](http://www.ictaweb.org)

[www.thinkingconnections.org](http://www.thinkingconnections.org)



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