ZENEX FOUNDATION

Zenex School Development Programme

16 August 2013

Educating for impact in mathematics, science and language

Zenex Strategic Programme Focus

Developing schools for Maths, Science and Language excellence

Outcome:
Improve learner performance using a pipeline approach across primary and high schools

Learner Development Programme

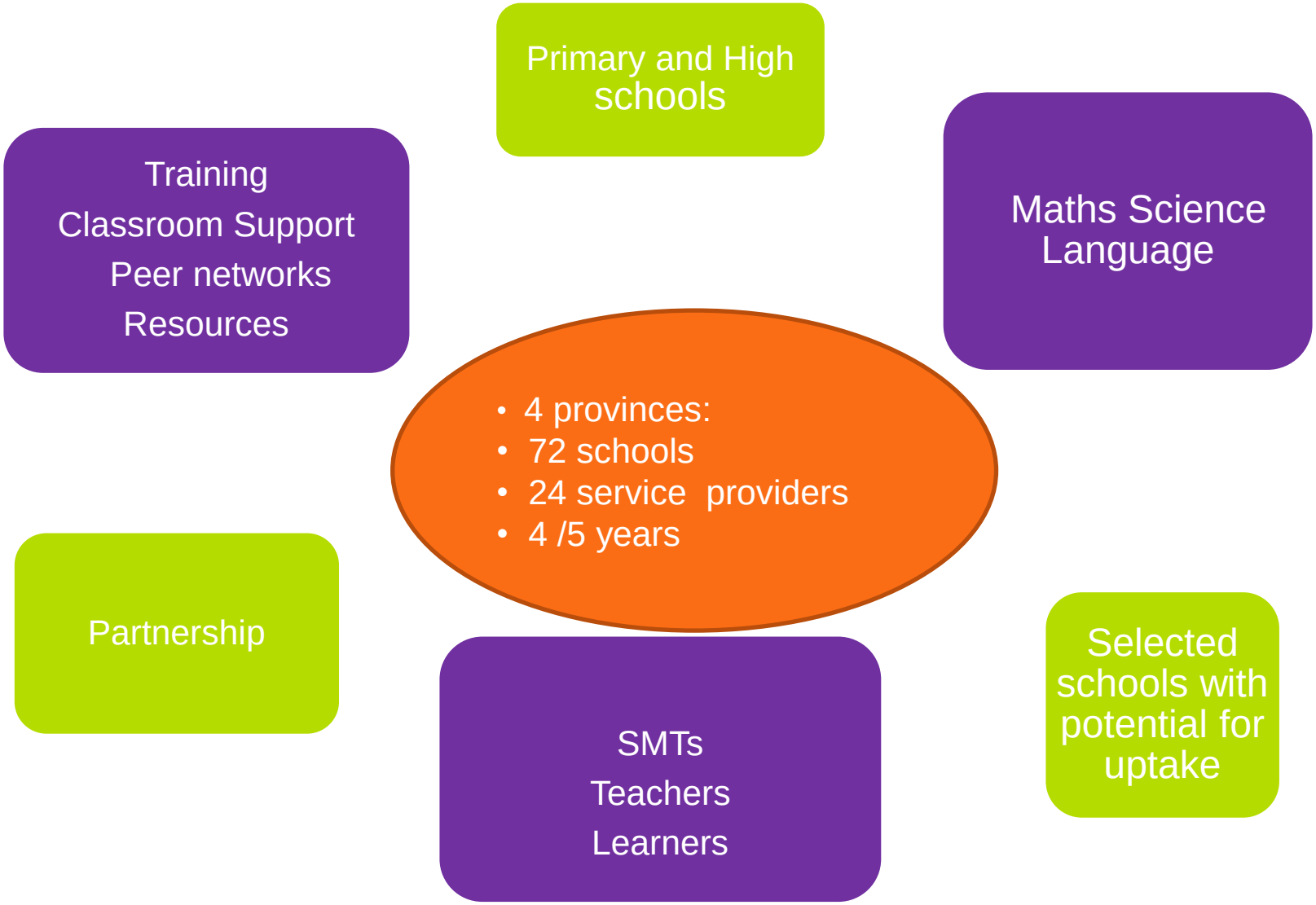
Outcome:
Increase numbers of learners with quality passes

Research and Development

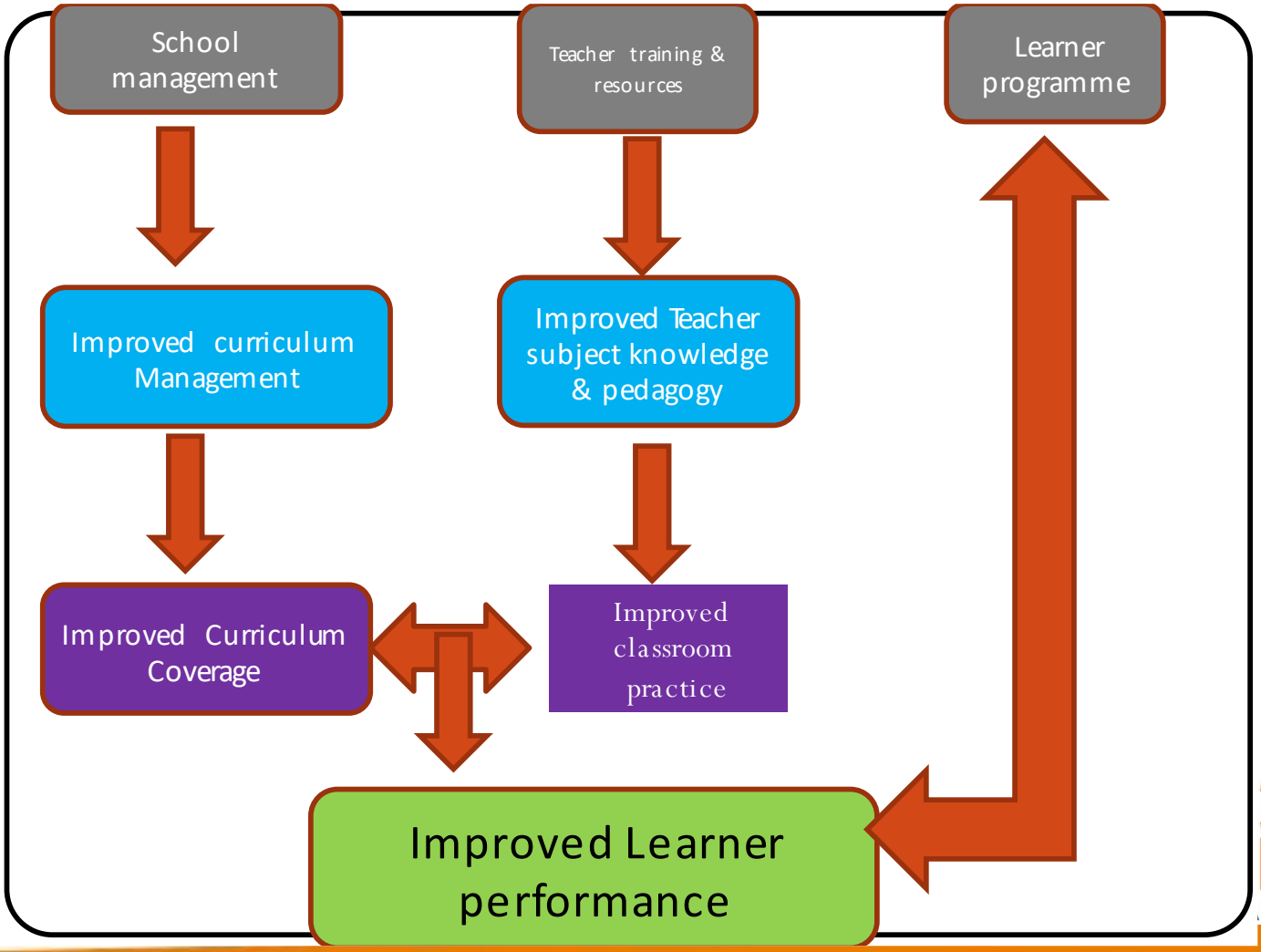
Outcome:
Impact on education policy and classroom practice

Cross cutting theme: Capacity Building

Programme Components



Theory of Change



Evaluation Design

- Programme and evaluation was redesigned after two years of implementation

- Ensured stronger alignment between intervention and evaluation linked to Theory of Change

- Strengthened methodological components by:
  - Combined a quantitative and qualitative approach
  - Developed a centralised data management system using common mentoring instruments
  - Used multiple data sources to ensure triangulation
  - Used time-series data: at least two data points at every intervention level

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Evaluation Logic

How was the Programme Delivered?

- Dosage
- Beneficiary attendance

Attendance tracking
Tracking delivery

Did Knowledge transfer take place?

- Teaching and classroom practices
- School management practice

Classroom Observation
Interviews
School Case Studies

Did learner performance improve?

Learner testing
ANA's & NSC
Learner Workbooks

Evaluation Findings

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Programme Delivery

Dosage:

- 80% the training and on-site support visit targets were achieved by service providers.

Attendance at workshops:

- Teacher attendance varied from province to province and between phases

- Overall attendance at training sessions was at an average of 75%

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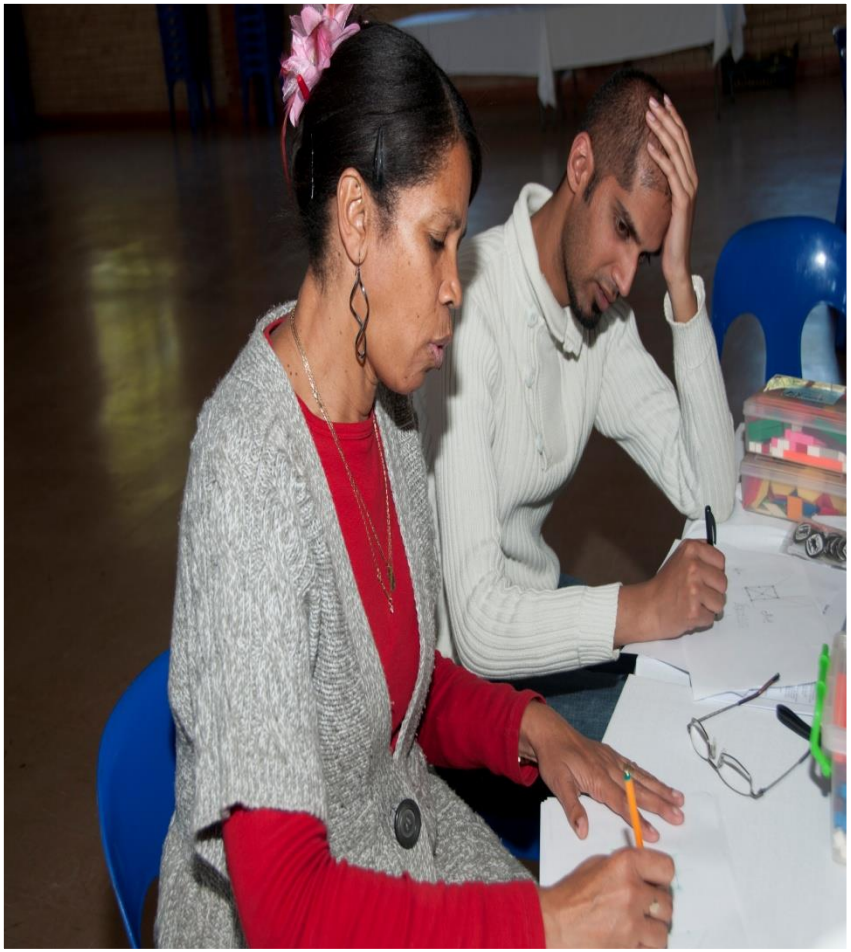
Knowledge Transfer: Curriculum Management

- Evidence of increase in HoD's holding regular department meetings
- HoD's reported using monitoring tools for curriculum management
- Small percentage of HoD's started moderating learner assessment



Knowledge Transfer: Classroom Practice

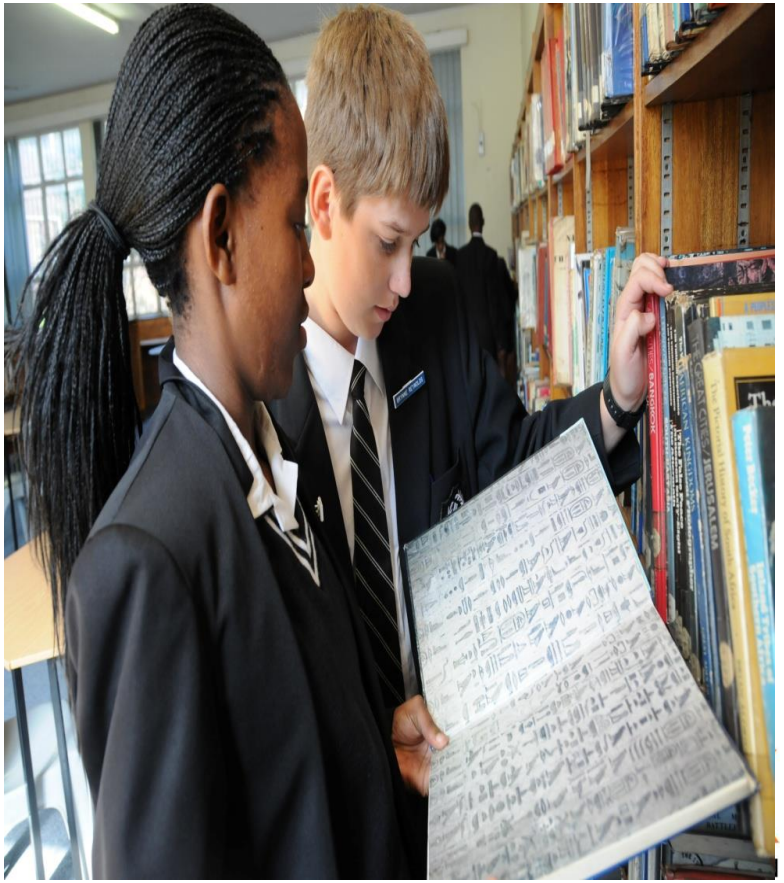
Overall, classroom practice improved:

- Foundation Phase teachers made better use of classroom resources as compared to Intermediate and FET Phase teachers
- At primary school level teachers were more successful in curriculum pacing
- Coverage improved in the targeted intervention areas
- At primary school more teachers taught relevant content and at appropriate grade level

Knowledge Transfer: Classroom Practice

Reading:

- Evidence that reading resources were effectively managed by teachers more especially in primary schools
- Graded reading programme was introduced however, insufficient time dedicated to classroom reading and discussions



Writing:

- Teachers showed improved competence in teaching writing
- Evidence of increased written work
- Evidence of improvement in quality of writing tasks set by teachers

Knowledge Transfer: Classroom Practice

Science

- Resources were not used effectively by teachers

- There little evidence of improvement in curriculum coverage and teacher practices

Learner Performance

Numeracy and Maths

- Increase in the number of exercises in learner workbooks
- Not sufficient to translate into improved learner performance to expected levels
- Correlation between increased numeracy exercise and performance in learner tests

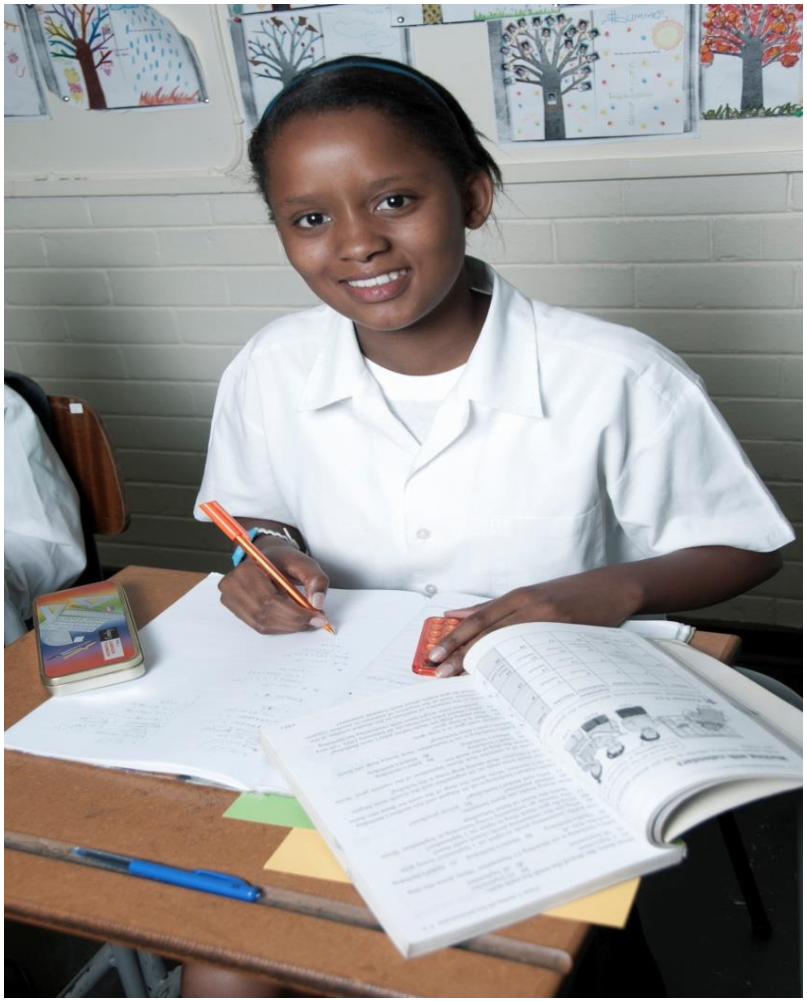
Learner performance

Reading

- Learners did not read enough during class time
- There was a positive correlation between increased reading and learner performance

Writing

- Learners did more written exercises, but overall the time spent on writing was insufficient
- There was a positive correlation between number of written exercises and improved test scores but not to expected levels



Learner performance

Science

- There was no overall improvement in learner performance. This was off a very low base
- Whole areas in the curriculum were not covered in learner workbooks
- In the areas targeted in the intervention there was more learner work and small gains in learner performance in some topic area.

Correlation Analyses: Some Pointers

- Strong evidence that an increase in writing practices improves learner performance
- Strong evidence that a higher frequency of short writing pieces improves learners capacities to produce longer pieces of work
- Very strong correlation between longer pieces of work and learner performance
- Strong correlation in curriculum coverage of LO1 and number of exercises in LO1 and had a moderate correlation to test scores
- Workshops: weak correlation between attendance at training workshops and learner practice
- Teacher Practices: weak correlation between improved practices and learner performance

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Concluding Comments: Going Forward

- Compacting
- Programme Design
  - School Selection
  - Service Providers
  - Intervention
- Scale and Replicability
- Sustainability

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