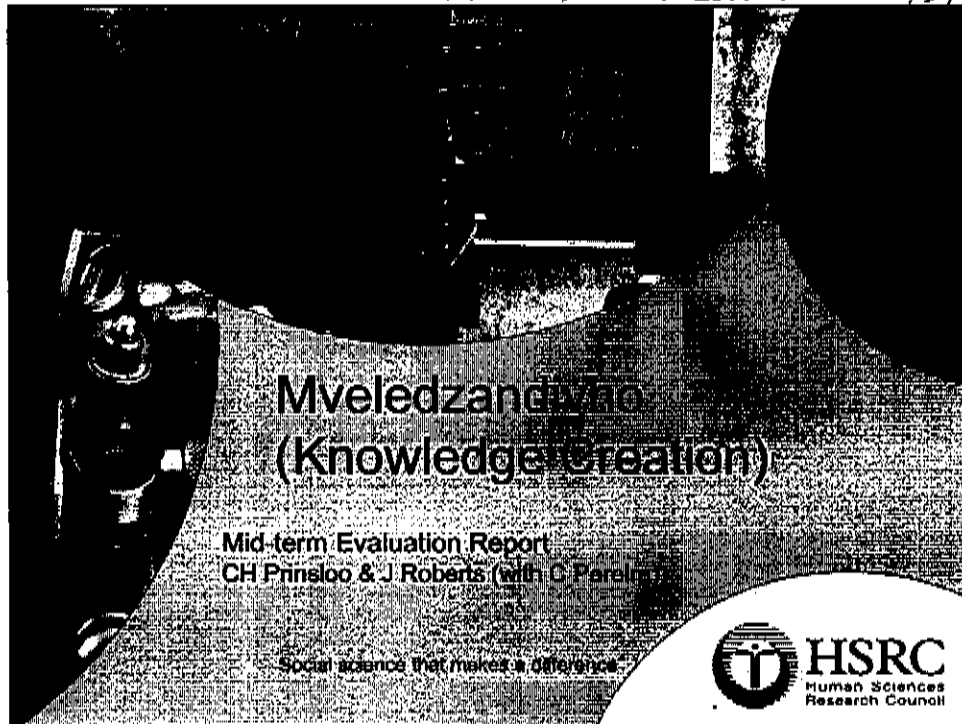


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To: BHP BILLITON 29/8/06



Background/Methodology (Chapt 1&2)

- From Baseline to Mid-term
- Comprehensive, focused intervention in 28 BHP Billiton schools
- Unique programme - intentions & support
- Evaluation:
 - Comprehensive
 - Multi-year
 - Multi-technique
 - performance tests, interviews, document reviews, observations
 - Sustainability and generalisation are key

Key issues for BHP to consider

What is needed to make a tangible difference in participating schools?

- **Dosage:** Is "project exposure" enough to effect the desired levels of change? What needs to be adjusted to do so?
- **Focus on core curriculum practices:**
 - Curriculum coverage
 - Fill previous grades' gaps (not at expense of current grade's work)
 - Regular written work
 - Individual practice (enough & regularly by each learner)
 - Increased work volume
 - Reading proficiency
 - Meaningful assessment
- **Focus on curriculum management and quality assurance**
- Train HODs to manage curriculum delivery (plan & assessment)
- Provide clear planning and assessment **exemplars** (grade specific)
- Examine ways of working more effectively with **district officials**

Specific recommendations for refining the programme

- Develop ways of ensuring consistent project participation
- Monitor and track project participation/exposure more efficiently
- Link training delivery to change-over in RCL and SGB memberships (every year, every 3 years)
- Design coherent programmes to address specific weaknesses noted in Mid-term about curriculum management and practices
- Provide focussed support to ECD teachers
- Strengthen the role of district officials in the programme

Lessons for the future for this and other development programmes

- **School selection** – work with those with a minimum level of functionality and commitment (so that there is greater potential for success). [Allow the State to focus on the most dysfunctional and exert the necessary pressure on these schools.]
- **Demand commitment from schools** – set preconditions for the substantial investment that you are going to make. To allow “bedding down” of intervention through participation, consistency in teaching areas, commitments to make certain changes in the way that the school operates.
- **Structured training programmes** – with a clear “curriculum” that the trainers will cover in face-to-face meetings. Allow school-based support to be more flexible.
- **Gradual change expectations** – work with schools in terms of getting basics in place (good subject knowledge, regular written work, regular individual reading, meaningful feedback on performance). Then work on extending competence (new and innovative methods, creative life-skills programmes, etc).

Role of the District (Chapter 3)

- Pivotal role – most direct external monitoring and support agency; LASs are key
- ⚡ ⊕ Documentation on finances, admin, human resources, curriculum at schools ⊕ Protecting teaching time ⊕ LSM provision ⊕ SMT information and document coverage ⊕ Training/coaching schools on SGB functioning (roles & responsibilities) ⊕ Contributing to improved governance at schools ⊕ Supporting SDP development (as the single success story)
- ⚡ ⊕ Contribution to curriculum management, implementation and monitoring ⊕ Assisting with language policy development ⊕ (Further) improving the use of teaching and learning time ⊕ Managing and implementing LSM

School Demographics and Infrastructure (Chapter 4)

- Learner numbers: Growth from <500 to 500+ (3x comb schools); Decline below 1 500 (1x sec school); At least 33% are large (1 000+); Just more than 40% have 500 to 1 000 learners
- ↻ ⊗ Facilities and basic amenities not too bad and improving ⊗ Major strides ahead with Sect 21 registration (6 < 20)
- ↻ ⊗ Half the 16 schools with Gr 1 also has Gr R (room for improvement of ECD coverage; also qualification levels of ECD facilitators) ⊗ Throughput Gr 10 → Gr 12: serious drop-off; actually getting worse ⊗ Smaller schools are losing staff (implications: temporary posts are increasing, with potential sustainability questions) ⊗ Secondary schools' learner:staff ratio of above 40:1 is too high (above the ideal of 35:1)

School Management and Governance (Chapter 5)

- ↻ ⊗ SMTs exist, function, have realistic sizes and activities ⊗ SDP participation and existence seem to be the Mvele success story (69% → 86%) ⊗ RCLs support SMTs well and have meaningful/rich roles
- ↻ ⊗ SMT meeting frequencies are reducing (more effective workings, or more lax operations?) ⊗ SGB functionality concerns for at least three schools ⊗ No policy or discipline discussions in almost 60% of SGBs ⊗ Codes of Conduct are not up to scratch ⊗ Finer day-to-day operationalisation of SDPs deserves improvement ⊗ Parent involvement a headache (literacy, apathy) ⊗ RCL not altogether an essential part of schools' governance structures and operations

School Development Planning (Chapter 6)

- ☛ ☺ Generally very satisfactory, especially macro-planning ☺ Meso-action plans go down to 66% of the schools (but still appear realistic)
 - ☺ Mvele brought high value/benefits (loosening up important school dynamics)
- ☛ ☹ Little formal evidence of reporting back on and monitoring progress with SDPs

Managerial Processes and Functions (Chapter 7)

- ☛ ☺ Prioritisation of core teaching issues is a good sign
 - ☺ Existence and value of general staff records are intact
 - ☺ Teacher leave and related registers managed reasonably well
 - ☺ Learner records and information well kept, as a rule
 - ☺ Financial systems and sound practices are as a rule considered very important
 - ☺ Asset management, registers and systems testify to acknowledging their importance
- ☛ ☹ More frequent SMT meetings (than current monthly) required to deal with all complexities ☺ Low use of computers for school mgmt and admin (serviceability, software and trained users too) ☺ District-to-school communication links problematic ☺ Staff development related systems and planning are wanting ☺ Uncertainty about use and full value of learner records and info in planning ☺ Gaps in the actual discipline exercised and value derived from existing financial systems ☺ Many gaps (and potential wasting) still in asset management and use of registers

Time Management (Chapter 8)

- ↻ ⊕ Producing and using timetabling were at reasonably high level, and improving well ⊖ Policy to catch up lost time does not exist widely, but additional classes are frequently used ⊕ Teacher attendance monitored well, appropriate steps taken, punctuality levels high and improving
- ↻ ⊕ Room for improvement of some details of time tabling ⊕ Concern about schools not achieving the contact time requirements set in policy ⊕ Decrease of time allocated to Mathematics as grades progress is a concern ⊕ Greater inability at higher grades to maintain teaching-time allocations is a concern ⊕ Many activities, such as union meetings, workshops and sport, still impose on teaching time

Curriculum Planning and Coverage (Chapter 9) 🌟

- ↻ ⊕ Curriculum policy documents (NCS for GET & FET) available much more than at Baseline ⊖ Dramatic increase in number of SMT members/teachers who got trained on NCS interpretation ⊖ Detail in long-term curriculum plans has increased slightly
- ↻ ⊕ Some teachers have no access to correct NCS documents (often Gr 9 English teachers ⊕ Evidence of quality assurance of curriculum plans in only 44.6% of cases ⊕ Only a quarter of schools have a formal curriculum management policy ⊕ Fewer than half of the schools scheduled curriculum management activities in year or activity plans ⊕ Areas for improvement include:
 - need for more specific detail in curriculum plans,
 - dating the plans (allocate activities to calendar weeks)
 - ensuring more coherent relationship between long- & medium-term plans (e.g. term plans) R

Curriculum Delivery (Chapter 10)

- **☛** **☉** Most teachers sufficiently master their subject contents (exceptions: English - use of words, grammar, pronunciation; Science - conceptual & content errors) **☉** Most lessons had a clearly discernable conceptual focus, from the start of the lesson **☉** Most lessons (83%) were at correct grade level, as per NCS (and specific textbooks) **☉** Increase in using every-day events/ knowledge to illustrate concepts (bridging home & school) **☉** Group work well-managed and meaningful to most teachers
- **☛** **☉** Little "learner-centred" teaching (learners experiment and justify their problem-solving methods) **☉** Group work could make better use of class time (learners repeat same feedback, challenge more) **☉** Heavy reliance on lower-order tasks and thinking skills in questions set for learners **☉** Very little opportunity to apply, analyse or reason when presenting responses

Use of LSM by teachers (Chapt 11)

- **☛** **☉** Materials provided by Mveledzandivho were considered very useful **☉** Overall supply of LSM (including textbooks) has increased well since the Baseline **☉** Teachers made reasonably effective use of the materials during lessons
- **☛** **☉** The supply of textbooks was adequate in just more than half the classes (56% - which is seen as still too low) **☉** More attention needed for linking use of materials to transmitting core concepts

Assessment (Chapter 12) 🍌*

- 🍌 🍌 Policies typically indicate nature and frequency of assessment tasks 🍌 General improvement in within-class assessment practices (i) more teachers use question-and-answer techniques to gauge understanding during lessons (ii) fewer teachers ignore or fail to correct or discuss incorrect answers
- 🍌 🍌 Assessment policy claimed to exist in 71% of schools, but reporting is often inflated 🍌 Most teachers are not conducting and recording learner assessment as frequently as required 🍌 No corrective actions are taken to improve monitoring of adherence to assessment policy 🍌 Feedback to learners' work (verbal and written) are not meaningful and specific enough 🍌 Teachers do not use a wide range of assessment methods (as claimed during interviews)

Promotion of Language Proficiency (Chapter 13) 🍌*🍌

- 🍌 🍌 Many strategies encourage and create opportunities for reading and speaking (especially English)
- 🍌 🍌 School-based language policies do not widely exist 🍌 Classroom practices/standards still very poor (type, frequency, management of oral/written work) 🍌 Very little improvement over Baseline on frequency of completion of written work by learners 🍌 In primary schools, less than 10% of cases met the targets for written work set by Mveledzandivho 🍌 No secondary school Mathematics classes met the work targets set by Mveledzandivho 🍌 Only 3% to 8% of classes met targets for written work in Maths and English in secondary schools 🍌 Little evidence of learners writing connected, coherent pieces of language 🍌 Written work mostly entailed brief Maths calculations 🍌 Or writing one-word answers or short (disconnected) sentences in English and Science 🍌 Written work focuses on lower-order skills (write short/formulaic responses, copy off board) 🍌 Chorus reading prevails

ECD Development Programmes (Chapter 15) 🌟🦋

- 🌟🌟 Safety, security and conduciveness of facilities are broadly acceptable
- 🦋🌟 Qualification levels of ECD practitioners require attention 🌟 Outdoor play areas and equipment are insufficient 🌟 Facilitators are isolated and lacked support/feedback in terms of lesson and curriculum planning 🌟 Many practical job requirements prevent achievement of standards/practices by ECD practitioners 🌟 Assessment is often quite informal and intermittent, and could be more structured 🌟 Insufficient clarity about ECD policy in schools, too few ECD facilities, too little dedicated LSMs

Youth Development, Sport and Culture (Chapter 16)

- 🌟🌟 Soccer, netball and athletics are the popular and common sport codes 🌟 Choir, drama and other music activities form the bulk of youth activities at schools 🌟 Life-skills programmes covered AIDS awareness, drug/alcohol abuse, violence, teenage pregnancy 🌟 Training was valuable in clarifying RCL roles and responsibilities
- 🦋🌟 Facilities largely determine possibilities, and are mostly limiting them 🌟 Fewer schools than before participated in matriculation support programmes 🌟 Only 60% of RCLs received training for (some of) their members so far

Learner performance (Chapter 17)



- 📍 Grade 7 literacy was only learning area with marked improvement (24 % points) since Baseline
- 📍 Pass rates for Mathematics and Science at Grade 12 level are greatly concerning [(i) absolute numbers and rates are declining from very low baselines (ii) SG figures not that much better than HG figures]]
- 📍 Learner performance has not increased in any substantial way

Delivery / reception of Mvele support (Chapter 14)

- 📍 Curriculum/education management workshops were appreciated most by management members
- 📍 Those dealing with assets, finances and human resources issues were rated as average to good
- 📍 About two-thirds of the management respondents rated school-support visits as good to excellent
- 📍 Teachers rated their workshops as good to excellent (exception: those on pedagogy (classroom methodology) rated as average to good)
- 📍 Teachers on average rated their support visits as good
- 📍 Demo lessons, feedback from classroom observations and assistance with curriculum planning were considered very helpful

Volume of support events* (Chapt 14)

- Cluster workshops on management and governance: 170 participants; contact time of more than 50 hours; about 21 courses (NC and GP under-serviced?)
- Maths curriculum-related courses: 19 events; 256 hours of contact time; about 258 participants (107 individual teachers); all provinces
- Science curriculum-related courses: 13 events; 182 contact hours; 195 participants (92 teachers)
- English curriculum-related courses: 24 events; 421 hours; 351 participants (132 teachers)
- School-support visits to teachers: 556 in number (almost 50% to 60% more visits, individuals and time for Mathematics than for Science, and for English than for Mathematics)
- School management support visits: almost 600 staff members; HoDs and other SMT members comprising the majority
 - * Period covers the 18 months preceding March 2006
(Monitoring system & information almost, but not complete at the time)