

ZENEX

F O U N D A T I O N

Educating for impact in mathematics, science and language

The Presentation

- Introducing the Zenex Foundation
- What did we learn from the past
- The Zenex Approach to School Development
- Inputs and Expected Outputs
- What's changed in the Zenex Foundation's Approach
- What are the emerging issues



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Introducing the Zenex Foundation

- Independent Private Foundation dedicated to funding Education
- Funded through an Endowment Fund that has its historical roots with ESSO Oil
- Operating since 1995 and invested R237 million in education
- Strong Focus on Evaluation and has commissioned over 40 impact evaluations over the last 10 years
- Strategic themes: teachers development, learners with potential, leadership and management , research and innovation.

School Development Programme



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Learning from the Past

10-year Meta-Evaluation and Strategic Review

- 23 project evaluations and research reports undertaken between 1998 & 2006
- Service provider and project managers reports reviewed
- Telling picture
 - Process Outcomes: Reported change in classroom practice, group work, active learning, use of materials, production of lesson plans.
 - Learner Outcomes: Low Levels of Impact

Studies Using Project and control Groups		
Learning Area	Number of Projects	Significant Impact on Learners
Maths	7	3
Language	3	2
Studies Without Control Groups		
Maths/Science	10	5
Language	3	1

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Interrogating Low Levels of Impact

- Functionality of Schools
- Statistically significant but educationally significant impact on learners?
- Teaching Practice
 - Low curriculum coverage
 - Slow Pace of lessons
 - Very little evidence of written work

How does a donor add value?



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The School Development Approach

- Holistic focus on Maths, Science and Language
- Grade R to Grade 6 and FET Phase
- Direct Beneficiaries are:
 - Teachers
 - School Management Team
 - District / Circuit Management Team
 - Learners -Targeted at FET level and focused on learners with potential
- Workshops (in-service and accredited), classroom mentoring and support, learner and teacher materials
- Evidence Based Approach in Selecting schools and districts/circuits
- Research programme running along side delivery programme in schools

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And so what is so different, more of the same?



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Ringling the Changes

PAST PROGRAMMES	NEW SCHOOL PROGRAMMES
Grant maker	Development Agency
Service Provider Led projects	Partnership with DoE
Maths, Science and Language	Holistic Focus on all three learning areas
Individual teachers	Critical Mass of Teachers
Products of NGOs	Structured, Scripted Programmes & Assessment
Emphasis on OBE approach	Emphasis on Content Knowledge

Ringing the Changes : School Selection

PAST PROGRAMMES	NEW SCHOOL PROGRAMMES
NGO Selection of Schools <ul style="list-style-type: none">• Poverty Approach• Non-Performing Schools	Evidence Based Selection of Schools <ul style="list-style-type: none">• Schools with Potential• Evidence of Performance
Disparate clusters of schools	School Cluster of Feeder Primary & High Schools and District Offices
Mass Based Approach	Focused Approach – Not more than 25 Schools

Could we Find Schools with Potential?

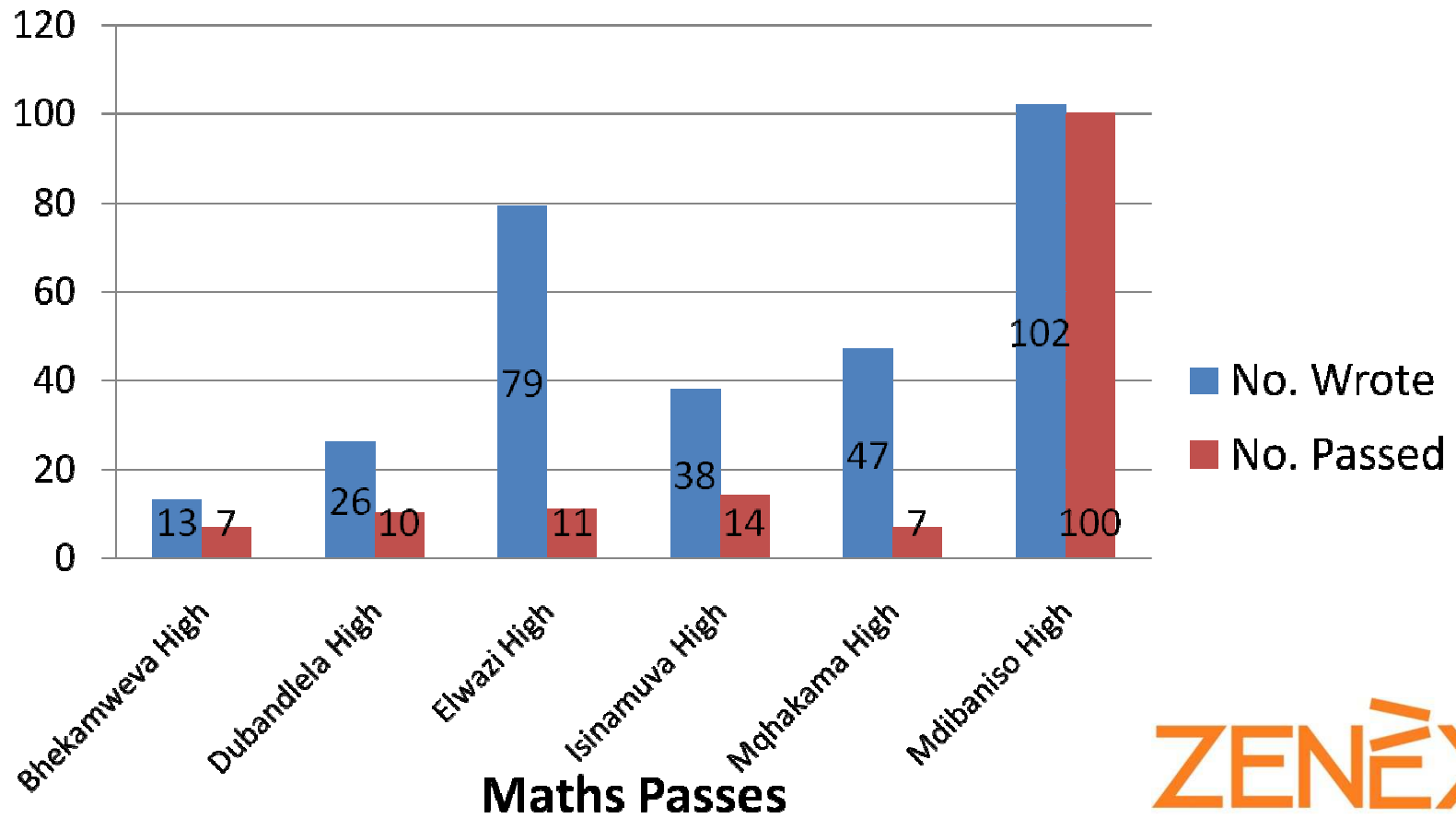
- Geographic Cluster: Within 30km radius
- Academic Potential of Schools
- District with Capacity
- 50% African school learner population

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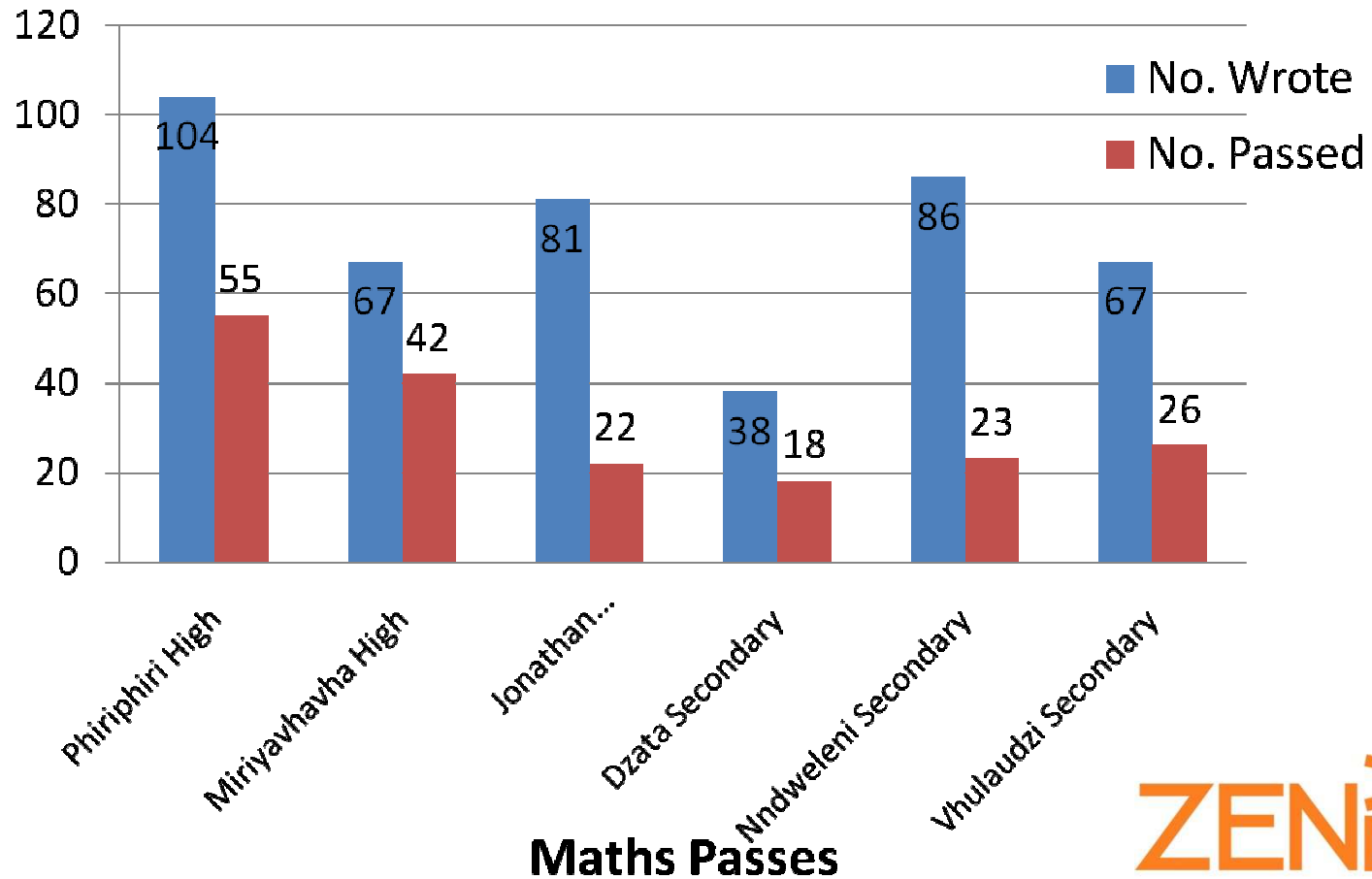
Finding Schools with Potential

Schools in Ugu District Zenex Project



Finding Schools with Potential

Schools in Vhembe District Zenex Project



Maths Passes

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Inputs and Outputs

INPUTS	OUTPUTS
<ul style="list-style-type: none">• Financial: R12 million• Programmes• Teaching & Learning Resources• Human Capital• Capacity Building• Research & Evaluation	<p>Process Outcomes</p> <ul style="list-style-type: none">• Quality of Teaching• Completion of curriculum• Management and Accountability <p>Learner Improvement</p> <ul style="list-style-type: none">• Quantity and Quality of Passes• Reading and Writing• Matric Passes <p>Measurable Improvements</p> <ul style="list-style-type: none">• To be determined by the Baseline Results

So the jury is still out, will there be bells and whistles?



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Emerging Issues

- **What is working**
 - Partnership with the various provincial departments of education
 - Local Project Management as part of project design and funding
 - Classroom Mentoring and Support

- **Challenges to Address**
 - Low Base of Learning in Selected Schools
 - Balance between innovation and structure in programme delivery
 - Setting Measurable Targets

Emerging Issues

- **Risk Factors**

- Impact of Socio-Economic Factors on Learning
- Motivation of Selected Schools – Self Selection in the Future?
- Resource Provision by the different Provincial Departments

- **Future Strategic Issues for Donors to consider**

- Have we missed the boat by excluding the Senior Phase?
- How long is the piece of string –should parental involvement have been included?
- How long should the intervention be for return on investment in real education terms?

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Ultimately
“There is no quick fix”

Thank You



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