



its analysis in the second quarter of 2008. The findings will be shared with all schools who participated in the study, as well as district officials and provincial departments, before the second phase of the project rolls out.

The second phase of the study is scheduled to take place between August and October 2008, when information on teaching practices and knowledge will be collected, and the same learners who were tested in 2007 but who are now in Grade 4 will be tested again.

From this data, two kinds of analysis will be done: descriptive and inferential. In the first instance, activities in the four levels of the system – home, bureaucracy, school and classroom – will be described quantitatively and qualitatively. In the second instance, multiple regression analysis will be performed to identify:

- The **activities within each level of the system** which are associated with

enhanced learning. This analysis will provide policy lessons for each set of actors, acting on their own. This will have relatively uncomplicated implications for the actions of parents, officials, principals and teachers.

- Which **coordination actions** carried out by school principals and officials at higher levels of the system are associated with enhanced learning. This analysis will result in more complex policy lessons regarding the

coordination of activities by principals and officials.

Three kinds of reports will be produced annually:

- A technical report, containing details of the descriptive and correlation analyses;
- A set of policy lessons arising out of the technical report;
- At least one academic paper arising out of the above reports will be submitted for publication.

In addition, general school reports will be sent to each participating school on an annual basis.

In the fourth year (2010) a composite report will be produced, incorporating both primary and secondary analyses of the database collected over the three previous years. The reports will be made available on the JET website and will be distributed among the senior stakeholders and partners of the project.

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FOCUS ON: WHOLE SCHOOL DEVELOPMENT

Over the past 25 years corporate and international donors and more recently government, have invested billions in programmes to improve the quality of South African schools. One trend discernible over this time is a move from programmes driven by optimism and principle, to approaches in which impact measures and other evidence are playing a more prominent role. Another is that interventions are becoming differentiated or customised for different sectors of the system. A realignment is taking place within the field of School Development, with actors targeting their efforts to address one of three broad school types:

- Top and moderately performing schools (together making up 20% of our schools),
- and poorly performing schools (the remaining 80%).

Accompanying these trends has been a growing pessimism on the part of donors as they realise that their efforts have achieved less than hoped for benefits to the poor and the economy alike.

It seems an appropriate time to interrogate the current state of school development and the various approaches that have been adopted.

Against this background, JET, with funding and support from Murray and Roberts, convened the conference *What works in school development?* The conference

WHAT WORKS IN SCHOOL DEVELOPMENT

Compiled by
Maureen Mosselson
JET Education Services



sought to provide the range of actors involved in this field with an opportunity for debate, to exchange experiences of what works and what doesn't, and to learn from one another, with the aim of increasing the effectiveness of their respective and combined efforts. The conference was attended by 160 delegates representing corporate and international donors, NGOs, academics and educational service providers, as well as the National and Provincial Departments of Education.

A range of school development initiatives were showcased, focusing on evidence for positive change.

Nick Taylor, CEO of JET contextualised the problems facing school development, quoting South Africa's very poor performance on international and regional assessments, such as TIMSS, PIRLS and SACMEQ¹. Programmes which have sought to address these poor results have identified the major contributing factors: *Time* (lack of time management and time spent teaching), *Teacher Knowledge* (lack of teacher subject knowledge and of how to teach the new curriculum), *Textbooks* (failure to use textbooks). The result is an inability on the part of teachers to cover the curriculum.

¹ TIMSS: *Third International Maths and Science Study*; PIRLS: *Progress in International Reading Study*; SACMEQ: *Southern and East African Consortium for Monitoring Educational Quality*

Appropriate Interventions

Because of the difficulties of turning poorly performing schools around, donor-funded school development programmes have chosen to work in schools that are more likely to demonstrate that they can benefit from the interventions. This results in the worst (and poorest) schools being left out of school development programmes. Nick suggested that to overcome this, school development should be approached in a differentiated way, recognising first that schools in South Africa can be categorised into the three types noted above, and then adapting interventions accordingly. Dysfunctional schools must first be assisted with organisational and management development to enable them to benefit from other interventions, while curricular interventions are more likely to be beneficial in moderately and well

performing schools. Nick emphasised that change is a slow process and needs to be done school by school.

The presentations that followed illustrated this well.

DoE's Dinaledi Programme

Edward Mosuwe from the National Department of Education described the DoE's Dinaledi Programme to increase participation and performance of historically disadvantaged learners in mathematics and physical science. Schools selected to participate must meet specific criteria: they must offer mathematics and science, have a minimum of 35 higher grade (HG) and standard grade (SG) maths learners, and display a basic level of functionality. The programme has had mixed results, with some schools being dropped due to poor performance and many

more added, to bring the number of participating schools in 2007 up to 400. In terms of student achievement, the number of HG passes dropped very slightly in 2007, but the number of SG passes increased over the previous year by 3 119. The Department is committed to seeing the programme succeed because of the urgent need for maths and science skills in South Africa.

Supporting Systemic Change

Some common features of the private sector interventions presented included emphasis on research and evaluation; working more closely with government education departments, establishing and responding to needs, rather than responding to proposals; targeting schools and districts based on their capacity to benefit from interventions; and seeking to effect systemic change. The Zenex Systemic Programme presented by Gail Campbell, CEO of the Zenex Foundation, displayed all the above features. Whereas Zenex had previously funded service provider led projects, it now works with the Department of Education, uses an evidence based approach to select the schools in which it works, and focuses on a cluster of feeder primary and high schools and district offices that demonstrate potential and capacity.



Penny Vinjevold, Deputy Director-General in the National Department of Education, Enver Surty, Deputy Minister of Education and Dr Aaron Motswaledi, MEC for Education, Limpopo

A Strategic Focus

Similarly, Tshikululu Social Investments bases its involvement on school development

The conference was attended by 160 delegates representing corporate and national donors, NGOs, academics, educational service providers and government.



research. Margie Keeton, Executive Director, explained that TSI has found that many private sector interventions do not succeed because they lack strategic focus and have limited systemic impact, and that the system itself has gaps which prevent the maximisation of programme benefits. In response to these findings, as well as to South Africa's critical shortage of learners with maths higher grade passes, TSI decided to focus on assisting schools that are already producing maths graduates in spite of severe constraints, to focus on building the capacity of institutions that are already delivering.

Province-wide Interventions

In contrast, other projects presented have a system-wide focus. For example, the Western Cape Education Department has taken a strategic decision to focus on literacy and numeracy across all primary schools in the province, based on the belief that unless the foundations are entrenched at this stage, learners will not be able to learn at high school. Brian Schreuder, Deputy Director-General presented the strategy as a long-term plan, with eight

key programme areas: A pre-school programme; Strengthening of and changes to classroom practice; Teacher training and development; Learning and teaching support material; Research, monitoring and support driven by primary school advisers; Co-ordination and sustainability; Advocacy, community and public awareness; and Family literacy.

The Khanyisa School Transformation Programme was presented by Dr Aaron Motswaledi, MEC for Education in Limpopo, and Godwin Khosa, JET Programme Director. This large-scale whole school development programme illustrates a successful provincial government/international donor partnership. An important feature is that the Limpopo government retained ownership of the project, whilst the UK Department for International Development (DfID) and the service providers contracted provided technical assistance and programme management. Another noteworthy feature is that the programme made extensive use of research, basing its design on lessons offered by similar initiatives

Support to Learners

Jane Hofmeyr, Executive Director of the Independent Schools Association of South Africa, described ISASA's Maths and English programme. The programme identifies poor Grade 9 learners with potential, obtains donor-funded bursaries and places these learners into selected member schools where they are exposed to learning environments which will enable them to achieve university entrances in mathematics and English and succeed in higher education.



Kate Miszewski from Old Mutual and Margie Keeton, Executive Director of Tshikululu Social Investments.



Given that the quality of teaching is one of the main constraints of the South African education system, and that teacher training was one of the main casualties of apartheid education, the ideas presented proved exciting and challenging.

Improving Learner Performance

Another problematic area in the South African education system is learner performance in literacy and numeracy. Two presentations highlighted programmes focusing on literacy and maths improvement in South African Schools, and raised questions

about current teaching methods in schools and OBE (outcomes based education) in particular.

Writing-to-Read

Marlene Rousseau presented the Bitou 10 project which uses a writing-to-read

and needs established through baseline studies conducted in programme schools. The programme sought to develop a school improvement model that could be scaled up throughout the province. It was pervasive, involving all the components of the education system, as well as selecting its samples from both dysfunctional and functional schools. After seven years, the MEC confidently states that "Limpopo has a clear and excellent programme to improve schooling quality".

their performance at all stages of their training and professional activities. She also stressed the importance of the principal's leadership and management skills. The presentation gave some international examples of successful approaches to teacher training and professional development.

Successful School Systems

The second day of the conference began with a presentation on factors contributing to successful school systems. Mona Moushed, co-author of the Mckinsy report, *How the world's best performing school systems come out on top*, distilled the report's main lessons. She highlighted that teacher quality is the most important lever for improving student outcomes. The best performing systems ensure quality teaching by valuing teachers as professionals, selecting candidates for the profession through strict processes and monitoring



Mona Moushed, co-author of the Mckinsy report on the world's best performing schools

approach to literacy, emphasising the relationship between reading, writing and spoken language development. Before beginning the curriculum intervention, time and money were spent on building relationships and trust with the eight Plettenberg Bay area schools selected for the project. The programme has exhibited excellent results, with significant learning gains achieved in Bitou schools on the Western Cape Education Department's Grade 3 reading test between 2002 and 2006. Factors that contributed to its success include teacher motivation, team work, exposing children to testing before they are required to write tests, interesting reading and writing methods designed to empower and motivate children, and strong teacher support from service providers. (See page 6)



Primary Mathematics Research Project

Eric Schollar of the independent research agency Eric Schollar & Associates shared findings from the Primary Mathematics Research Project. This project was established to investigate the apparent failure of OBE and of increased resource allocation to improve learner outcomes in mathematics. The first phase investigated learner performance in maths in primary schools. Findings included ineffective learning practices in classrooms that resulted in a failure to extend the ability of learners from counting to basic calculations and recognising numeric relationships. Following on this, a set of teacher and learner materials were developed, based on an approach that emphasises direct instruction by teachers combined with the use of memorisation, drill and extensive regular applied

practice for learners – before extensions into more complex 'learner-centred' activities. When the materials were field-tested the results provided strong evidence that the theoretical and methodological approach they embody resulted in rapid and significant improvements in learner performance.

A Call for Collaborative Change

Nomsa Masuku, Head of Corporate Social Investment at Standard Bank, presented a discussion of the relationship between funders and the state. She highlighted some of the concerns that prompted this conference, namely, that in spite of the state and the private sector spending large amounts on education, there is little evidence of improvement. In addition, the wealth of ideas, well-designed models and commitment to school improvement seems to have little effect on the

education system as a whole. She suggested that what is required is strong leadership from government to coordinate all these efforts and ensure that interventions occur where they are most needed. She called on the Department of Education to facilitate collaborative initiatives and take responsibility for coordinating and channelling efforts in a systematic fashion.

The conference, which had seen delegates engage in intense and interesting debates between presentations, closed with an address by the Deputy Minister of Education, Enver Surty.

More information, including the conference presentations, is available on the JET website: <http://www.jet.org.za>



All children can be writing their own stories by the end of Grade 1. This is the message from the Bitou 10 project which is working in schools in the Plettenberg Bay area. Two examples of writing from Grade 1 children in one of the poorest schools are shown here.



Whereas children in middle class homes with highly literate parents will by the age of two be holding a pencil, scribbling on paper and demanding to be read to from a variety of books, children in poor schools across the townships and rural areas of South Africa don't see much reading, writing or literature of any kind at home. Therefore school is their only way out of poverty and a life of menial work or unemployment. They are not less intelligent than their middle class peers, but for the majority of poor South African children, their potential has essentially been stunted by the time they reach Grade 3. This situation is not only morally indefensible, but a massive wastage to individuals and nation alike, in the face of the most acute skills crisis in the country's history

READING, WRITING AND LEARNING

LESSONS FROM BITOU 10

Nick Taylor
Chief Executive Officer
JET Education Services



But something different is happening in the seven Bitou schools in which the project has been working to date. In these schools reading scores on the Western Cape Education Department's (WCED) biannual tests have risen on average from 23% of children passing the Grade 3 test in 2002 to 54.5% passing in 2006. By comparison the provincial mean score rose only 8 percentage points over the same period (Table 1).

The seven Bitou schools in Table 1 show the full spectrum, from a former model C school (G), to the poorest multigrade farm school (A), with the full range of South African types between. As in all towns on route from the Transkei to Cape Town, these schools are experiencing an influx of poor rural children. So, what happened to cause such dramatic improvements in the teaching of reading and writing in these schools?

Funded by the project, and preceded by a 'book flood', literacy experts Marlene Rousseau and Beulah Foley began working in seven of the Bitou primary schools in 2004. According to Marlene the following factors are key to successful literacy teaching.

- Learners read frequently, with a focus on reading for meaning. In the 'emergent literacy' method favoured by Marlene and Beulah,

Table 1: Percentage of children passing WCED Grade 3 literacy test in 7 Bitou primary schools

	A	B	C	D	E	F	G**	Mean Bitou*	Mean Province
2002	13	5	24	20	53	0	0	23.0	39.5
2004	23.5	2.5	27.5	17.5	42.5	28.6	46.2	26.9	42.1
2006	40	41.8	50	55.1	58.2	65.2	71.4	54.5	47.7
Increase	27	36.8	26	35.1	5.2	65.2	25.2	31.5	8.2

** Not tested in 2002; increase 2004-06; 2002 Bitou mean calculated using 2004 score for school G

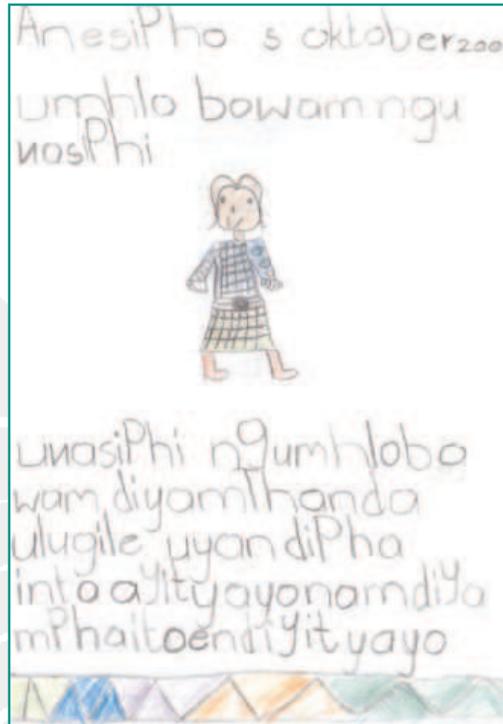
* Unweighted means

texts (narrative and information texts) lie at the heart of learning to read and write, whether these stories are provided by the children themselves, by the teacher, or through the books they read as a group or independently.

- Writing is key to the development of literacy. When children are encouraged to write about what they have read and experienced, it not only advances their reading skills, but develops their cognitive processes as well, as they search for words and syntactic structures to describe their experiences and express their feelings. In the emergent literacy method, the teacher first writes the stories or recounts the information texts told by children on the board, thus modeling the practice of writing. Children are encouraged to read and write from the very first weeks in Grade 1; this may consist initially of no more than illegible scribbles, but nothing develops the skill faster than practice and encouragement.

One of the things we looked at in the JET evaluation of Bitou 10 in 2007 was to analyse the quantity and quality of writing undertaken by Grade 3 children. We did this by counting the number of written exercises in the language workbooks of the best learner in each class observed. We classified the writing as 'simple' if it consisted only of words or sentences, or 'extended' if it was in the form of paragraphs or longer. The examples in this article would be classified as extended passages. We were particularly interested in the number of extended passages written by children: these consist of stories, descriptions, expressive passages, or transactional writing such as letters. The reason why this kind of

writing is so important is that, because it contains relatively complex thoughts, expressed through relatively complex grammatical structures, it is the primary vehicle for developing children's cognitive processes.

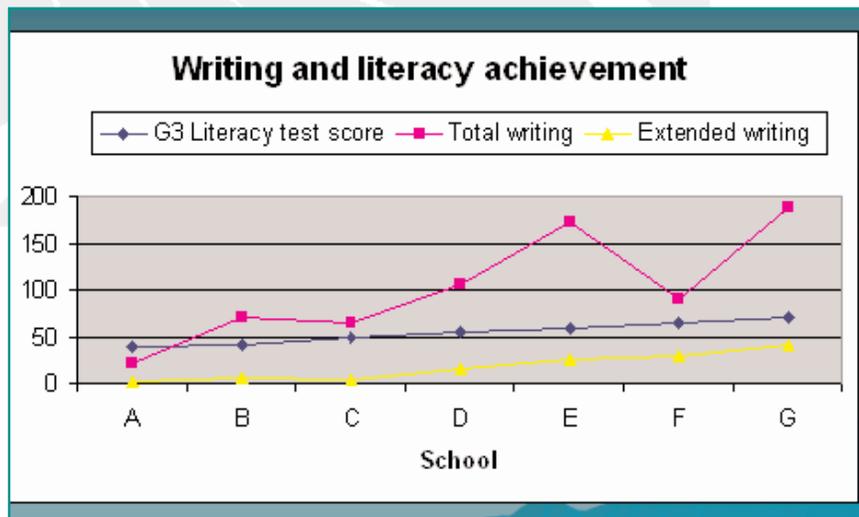


The relationship between performance in the Bitou schools on the WCED Grade 3 literacy test and the quantity and quality of writing is shown in the following graph.

The graph indicates a close association between the number of extended passages written over the year and literacy achievement, while the association between achievement and total writing is less convincing. This pattern gives support to our

hypothesis that the development of literacy skills is more likely to be propelled by extended writing exercises than by increased numbers of low level writing activities.

Unfortunately, the majority of children in South African schools do far too little reading and writing. Even in the Bitou schools the amount of extended writing is small in most schools. Most of the writing our children do, which is not a lot in total, consists of single words or isolated sentences, involving very low cognitive skills. At Grade 3 children should be reading and writing in every subject every day. They should be doing up to three pieces of extended writing per week. Schools in which the majority of learners do not exhibit the level of writing skill shown by the two examples in this article, by Grade 3 at the latest, are failing to develop in their children the skills required by citizens in a modern democracy.



The Centres of Excellence Project (COEP) represents an example of JET's continuing commitment to contribute to and enhance the school development agenda and discourse by using its knowledge base to design and test a comprehensive, systemic school change project. This quest for a working model is particularly focused on structuring, together, the different interventions required to improve the poorly performing schools that make up 80% of schools in the education system.

COEP is a partnership project between JET Education Services, the Eastern Cape Department of Education (ECDoE) and funding partners who are eager to explore, test and confirm a working model for the majority of schools in this country. These schools produce only 11% of higher grade mathematics graduates, which tells us that the majority of the nation's youth – in these schools – miss the opportunity to learn to contribute meaningfully to the country's economy. The funding partners at present, who have contributed 20% of the budget, are the DG Murray Trust, the Leon Foundation and JET Education Services. The ECDoE has identified various ways in which it will improve resources in the schools (desks, books, etc) and in districts (filling of vacant positions). The balance of the budget – 80% – is still to be raised jointly from other sources by JET and the ECDoE.

Design

COEP is a five-year district and school development project being implemented in the Cofimvaba district of the Eastern Cape. The project is aimed at providing one circuit within one school district with the skills required to improve the quality of schooling in the various types of schools which

CENTRES OF EXCELLENCE PROJECT

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and
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it administers. The Mtawelanga circuit has been identified as the project site. It was selected on the strength of the commitment and capacity of the district manager, circuit manager and other district level officials. In contrast to the majority of the country's hundreds of circuits and districts, Mtawelanga Circuit has, at least, the required minimum level of functionality. Secondly, the district officials have the political will to intervene in dysfunctional schools. Thirdly, the relationship between the circuit and educator unions is a constructive one, driven by mutual concern for improving the quality of schooling.

A Memorandum of Understanding has been entered into between the provincial leadership of the Eastern Cape Department of Education and JET Education Services. This provides the basis for the parties' cooperation on the design, implementation, management and monitoring of the project. The project is governed by a Project Steering Committee which is responsible for project oversight. Key stakeholders within the ECDoE and JET Education Services are represented on the Project Steering Committee.

Interventions are targeted at district and circuit levels and at school level.

District and Circuit level interventions

The capacities of the district and circuit will be improved through:

- Support and training in basic office procedures and systems, especially planning and HR (human resources) management
- Computer hardware and software and training in computer use, particularly with respect to monitoring schools
- Training of Education Development Officers

(EDOs) in organisational development and school monitoring and support

- Training in subject content and curriculum leadership to subject/ learning area specialists.

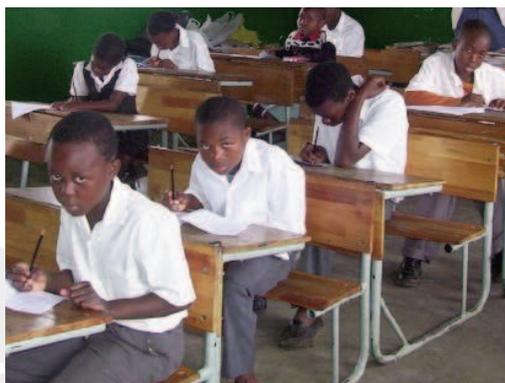
School Interventions

The Mtawelanga Circuit comprises 35 schools, as shown in Table 1.

JET's experience in school development in South Africa has shown that some schools do not benefit from school development interventions because they do not have the fundamentals in place. This experience is borne out internationally as well. Where the system is weak, development interventions at school and curriculum levels are bound to fail, or at best will be short-lived, because they do not have the required supporting structure to sustain them. One of the fundamentals is staff's willingness to change. In the COEP, schools will be allowed to participate in the project provided that they sign a Memorandum of Agreement with the district. The MOA must be based on an agreement reached between the principal, all staff members and the School Governing Body. This requirement is intended to ensure that investment is not wasted on schools that are not yet ready to change.

The district will undertake all aspects of intervention, with

support from selected service providers. Systemic interventions with high sustainability potential require full leadership by the district in their design and implementation. This is the route the Cofimvaba district staff have taken since the beginning of this year.



Update

The COEP was formally launched at a workshop on 19th March 2008. All Education Development Officers (EDOs) and Curriculum Advisors (CAs) led by the District Director, Mr Nkosinathi Godlo, met with the JET Project staff, led by Dr Nick Taylor. The workshop was held to introduce the project, to present the proposed design and plan, and to win the necessary commitment from staff.

The district officials showed their excitement about the coincidence of COEP and the new legislation (Education

Amendment Act, December 2007) which identifies school principals' responsibility for the academic performance of their schools, as well as explaining what constitutes poor performance and good performance. The workshop agreed that this is the starting point for the COEP's support of the district – to implement this new piece of legislation.

A resolution was taken that 2008 should be spent on improving the functionality of the district, preparing it for school level activities next year. Three parallel teams have been established to take the work forward along the following lines:

- **District functionality team** aimed at refining and oiling district systems and processes for better school monitoring and support.
- **School institutional capacity improvement team** aimed at designing and rolling out the plan for improving school functionality. This team largely comprises EDOs.
- **Curriculum advisory team** aimed at improving the subject knowledge of CAs and identifying ways in which they can improve school support and monitoring in respect of curriculum delivery.

Lastly, all involved in the workshop made a pledge. If schools are to be required to enter into a memorandum of agreement with the districts, it was then necessary to have district staff bind themselves to a set of principles and commitments. Mrs M Yotsi, for instance, commits to "support the programme by making sure that the necessary resources are supplied and that the right people are employed to do the right job, and to ensure that time frames are adhered to in the implementation of the programme".

Thus the starting framework for the COEP has been set up and implementation is being carried out accordingly.

Table 1: Mtawelanga Circuit Schools by Category

Category	Number	Educators	Learners
Senior Secondary (Grade 10-12)	5	48	1 563
Junior Secondary (Grade 7-9)	22	193	6 095
Primary (Grade R-6)	6	21	514
Pre-primary	2	2	39
TOTAL	35	264	8 211



The National School Effectiveness Study (NSES) is a four-year research programme which will follow a cohort of learners in 300 selected schools over a period of three years, and in the final year, analyse the research data and report the findings to the project partners and stakeholders.

The NSES will build on the work on school effectiveness studies and interventions undertaken in South Africa over the past 10 years. It aims to:

- Understand the relationship between learner performance, on one hand, and school resources and practices in the home, school and classroom, on the other.
- Provide policy lessons for school development that are likely to result in improved performance. These lessons will indicate the key levers in districts, schools and homes which have a high probability of improving the quality of teaching and learning, with particular reference to reading, writing and numeracy.
- Refine large-scale research methodologies not used to any great extent in South Africa to date.
- Build capacity in government, universities and NGOs for undertaking and replicating research of this kind in SA.

The project is funded by the Royal Netherlands Embassy as part of a wider research programme which also involves the Human Sciences

NATIONAL SCHOOL EFFECTIVENESS STUDY

Carla Pereira
Evaluation and Research
JET Education Services



Figure 1: NSES logic model

Research Council (HSRC), Project for the Study of Alternative Education in South Africa (PRAESA) and the Policy Consortium (Centre for Education Policy Development and Wits Education Policy Unit). Although each member of the research consortium is pursuing an independent project, cooperation will be fostered where appropriate.

JET's NSES research model is based on a number of assumptions about how schools work in effecting learning. This is summarised in the logic model below (Figure 1).

The study is following a longitudinal cohort research design (Table 1) starting in 2007 and ending in 2010.

A total of 300 schools were selected to participate in the NSES. This stratified sample of 300 schools was drawn from the National Department of Education's Systemic Evaluation (SE) Study sample so as to represent the full spectrum of South African schools with respect to socio-economic status (SES), former department and location. These schools also participated in the DoE's national survey of 2 200 schools at the Grade 3 level, which was conducted as part of its 2007 Systemic Evaluation exercise. JET's National School Effectiveness Study seeks to contribute to the already existing knowledge so it needed to overlap with the Department's SE exercise as far as possible. The large

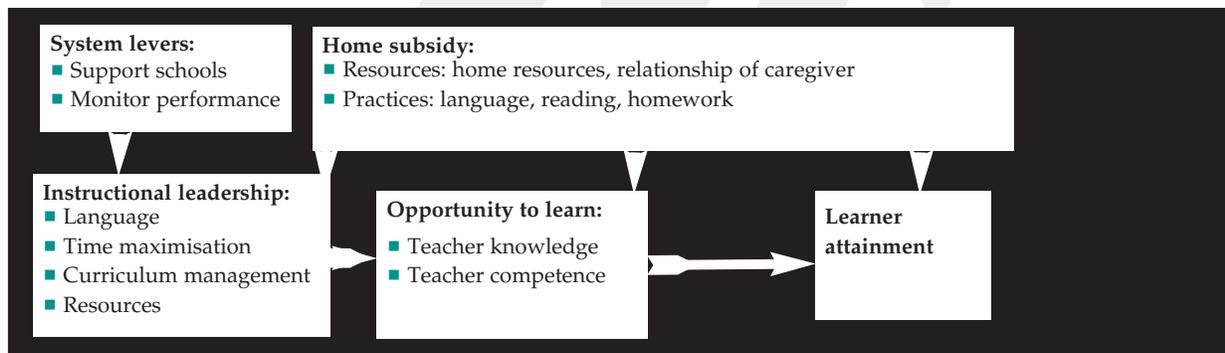


Table 1: Research design

	2007	2008	2009	2010
Grade 3	JET, in Oct: <ul style="list-style-type: none"> ■ Pupil testing ■ Home background ■ School management 			
Grade 4		<ul style="list-style-type: none"> ■ Pupil testing ■ School management ■ Classroom teaching ■ Teacher Knowledge 		
Grade 5			<ul style="list-style-type: none"> ■ Pupil testing ■ School management ■ Classroom teaching ■ Teacher Knowledge 	
Grade 3-5				Primary and secondary analysis

sample size is a strength in that it is big enough to accommodate school attrition. It will also provide an opportunity to study pupil mobility between schools. This may lead to important policy recommendations regarding the standardisation of curriculum delivery, in order to ensure that pupils changing schools do not miss important parts of the specified curriculum. Pupil retention – where pupils are held back to repeat a grade – will also be tracked within project schools. Retained pupils will be tested even though they will be in the grade behind the cohort they were in when the study started.

The first phase of the study was conducted in October 2007. All Grade 3 learners, in 275 schools, were tested using the English¹ version of the

DoE's Grade 3 SE literacy and numeracy instruments. The 28 Gauteng schools which were selected to participate in 2007 could not be visited as planned and access in six schools across three provinces was not granted by the school principal or governing body. A breakdown of the number of schools and learners visited in 2007 in each of the provinces is provided in Figures 2 and 3.

In addition to learner testing, the study required learners to complete a questionnaire

¹ One of the purposes of the study is to track the development of pupil proficiency in the language of the school, in both senses of the term. Thus, there will be comparative scores between the SE results (conducted in the Language of Instruction) and those administered by the NSES (in English).

which provided JET with data on their family circumstances, such as family structure and household possessions, and home educational practices (reading and homework habits). This information will be supplemented by SES data collected from census reports where indicators such as family income, parental education and geographical location will be recorded. A separate questionnaire was also administered to the principals of the 300 schools participating in the study. This questionnaire focused primarily on governance and management factors, as well as on activities of district, provincial and national officials which affect them.

The Evaluation and Research Division (ERD) of JET is in the process of capturing all collected data and will begin

Figure 2: Number of schools tested in 2007

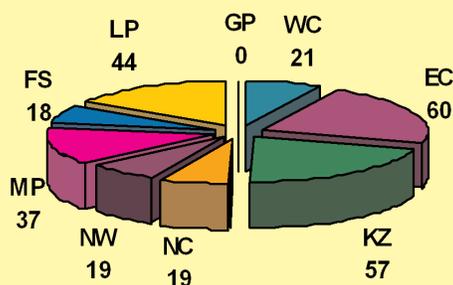


Figure 3: Number of learners tested in 2007

