



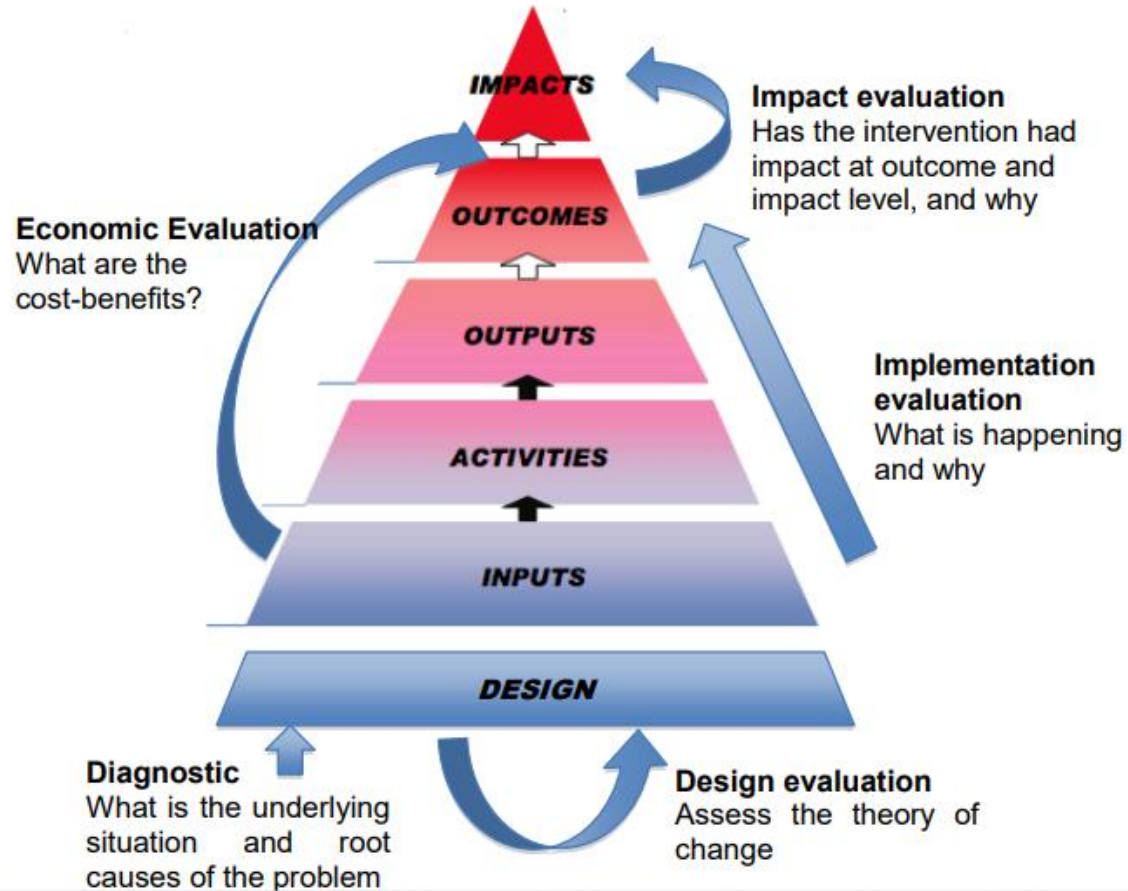
# School Effectiveness Project Evaluation Design

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# Linking to Evaluation

## Types of evaluations



## Diagnostic Evaluation

This is preparatory research (often called ex-ante evaluation) to ascertain the current situation prior to an intervention and to inform intervention design. It identifies what is already known about the issues at hand, the problems and opportunities to be addressed, causes and consequence, including those that the intervention is unlikely to deliver, and the likely effectiveness of different policy options. This enables the drawing up of the theory of change before the intervention is designed.

- National Evaluation Policy Framework
- [https://www.gov.za/sites/default/files/gcis\\_document/201409/evaluationpolicyframework-approved-11-11-23a.pdf](https://www.gov.za/sites/default/files/gcis_document/201409/evaluationpolicyframework-approved-11-11-23a.pdf)

# School Effectiveness Programme Design

## SMT Support

**Resources:** COVID regulations

**Training & CoPs:** Timetabling, resourcing, identifying learning gaps

**Coaching & online support:** problem solving

**Psychosocial Support**

**Effective timetabling**

**Resource management**

**Curriculum monitoring**

**Support for using technology**



Identify & address gaps



**SMT Support**



Stop more gaps from accumulating



**Teacher Support**



## Teacher Support

**Resources** to cover ATPs, to assign homework, to deal with backlogs

**Training workshops** on planning

**Group coaching & online support** of teachers to solve problems wrt curriculum planning

**Psychosocial support**

**Identifying gaps, assessment**

**Working together through PLCs**

**Implementing ATPs**

**Addressing Fundamentals**

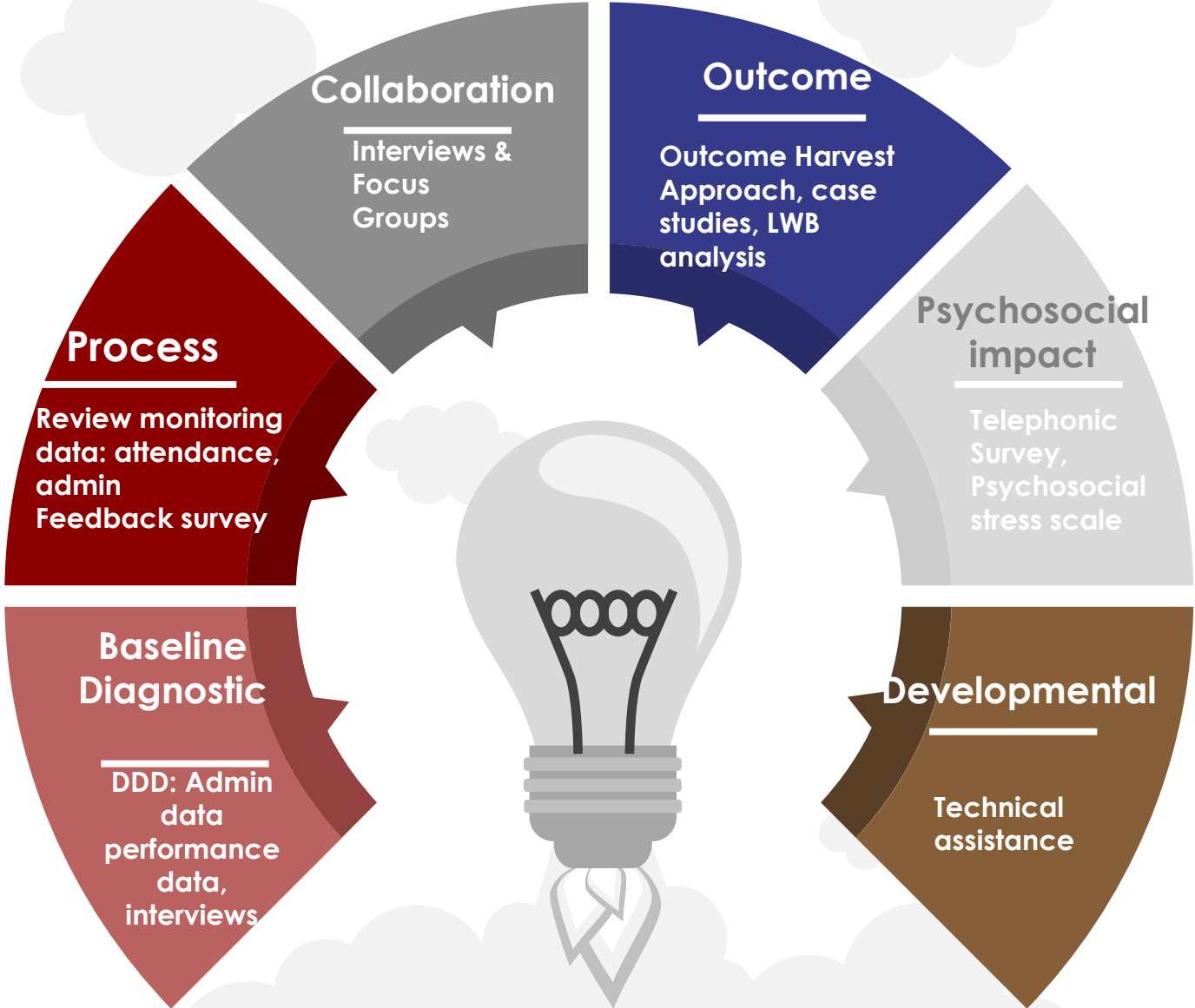
**Resources (focus on print, TV, @home)**

**Mitigating disruption**



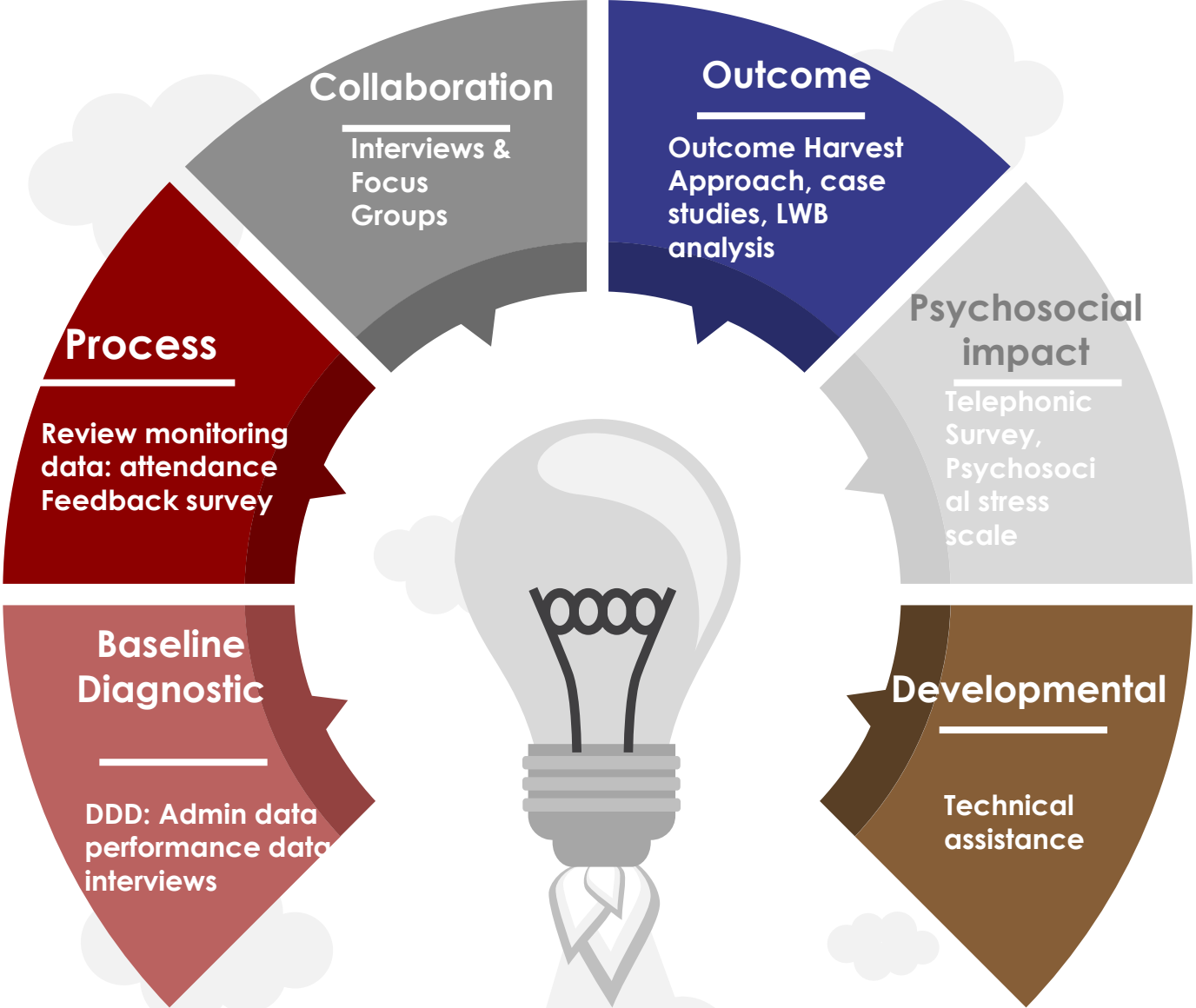
Multiple Implementation Organizations, Multiple Districts

# Evaluation Possibilities



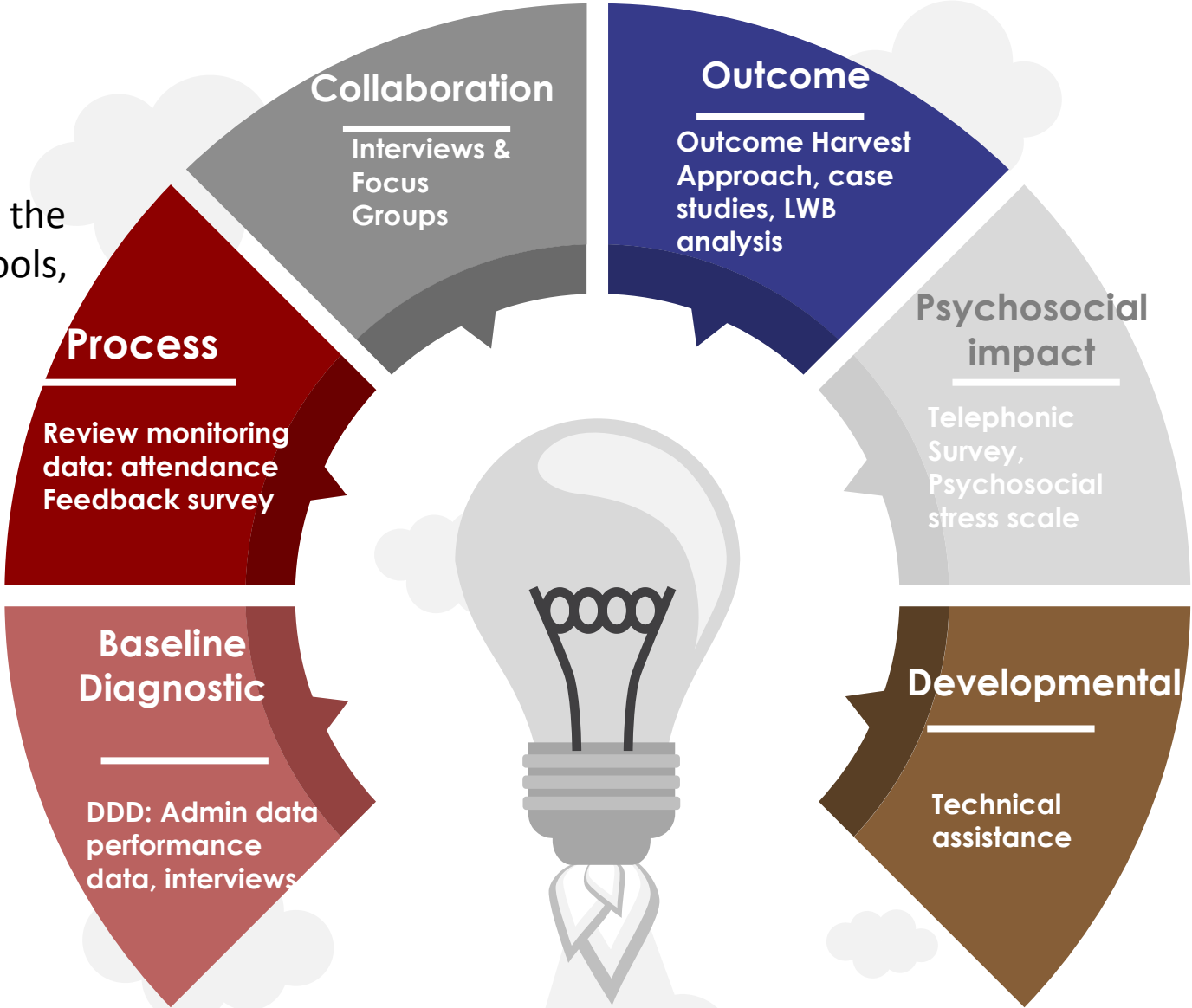
“Flexibility Guarantee”

# Evaluation Questions



- What are the needs?
- How are learners performing?
- What does teacher & learner attendance look like?
- What level of curriculum coverage was achieved in 2020 and this term?
- How are schools dealing with learning losses?

# Evaluation Questions



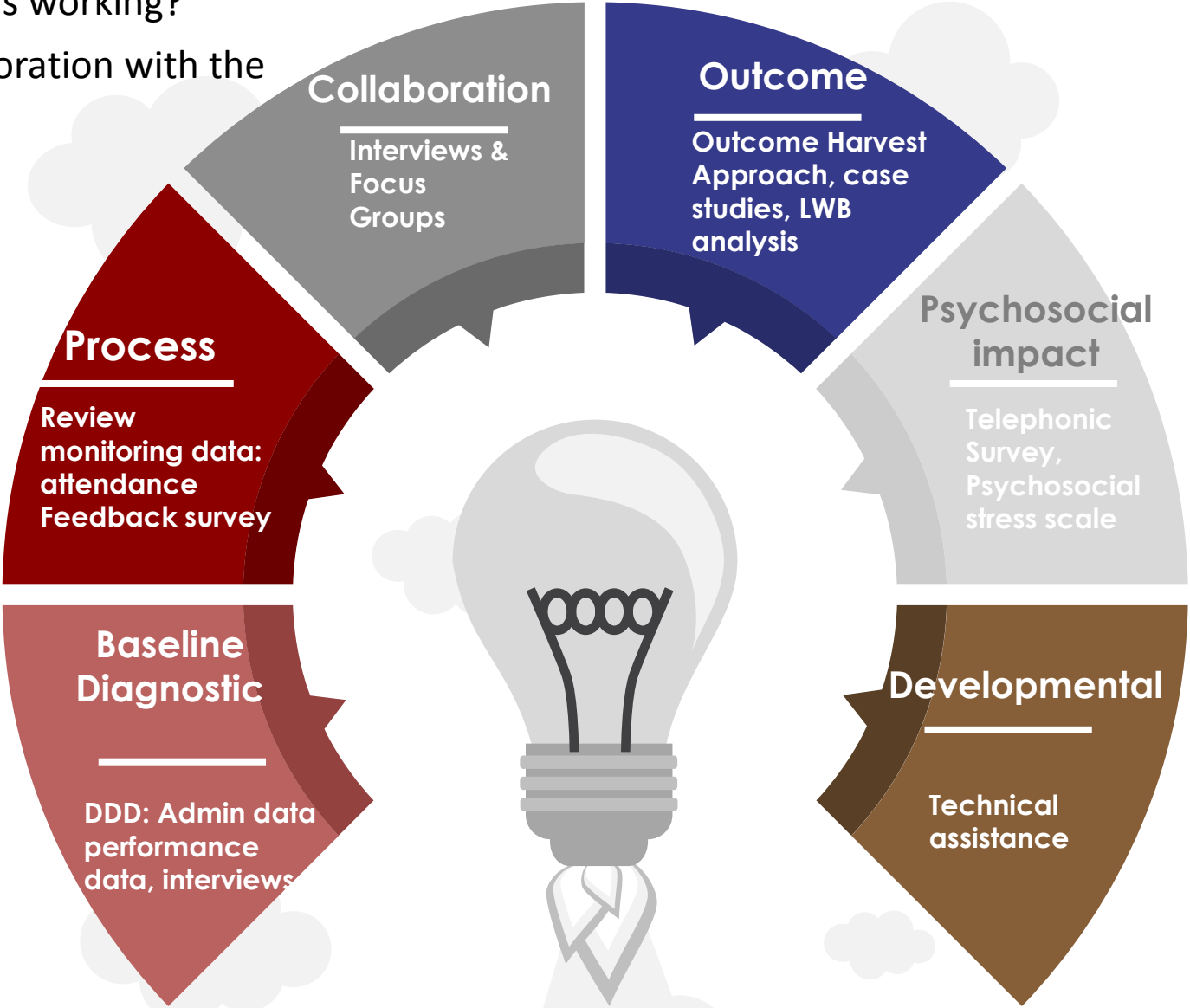
Is the programme reaching the anticipated number of schools, teachers, SMT members?  
At what level are they participating?  
What do participants say about the support?  
Anything to Change?

# Evaluation Questions

How well is the collaboration between implementers working?

How well is the collaboration with the district working?

What works?





# Evaluation Questions



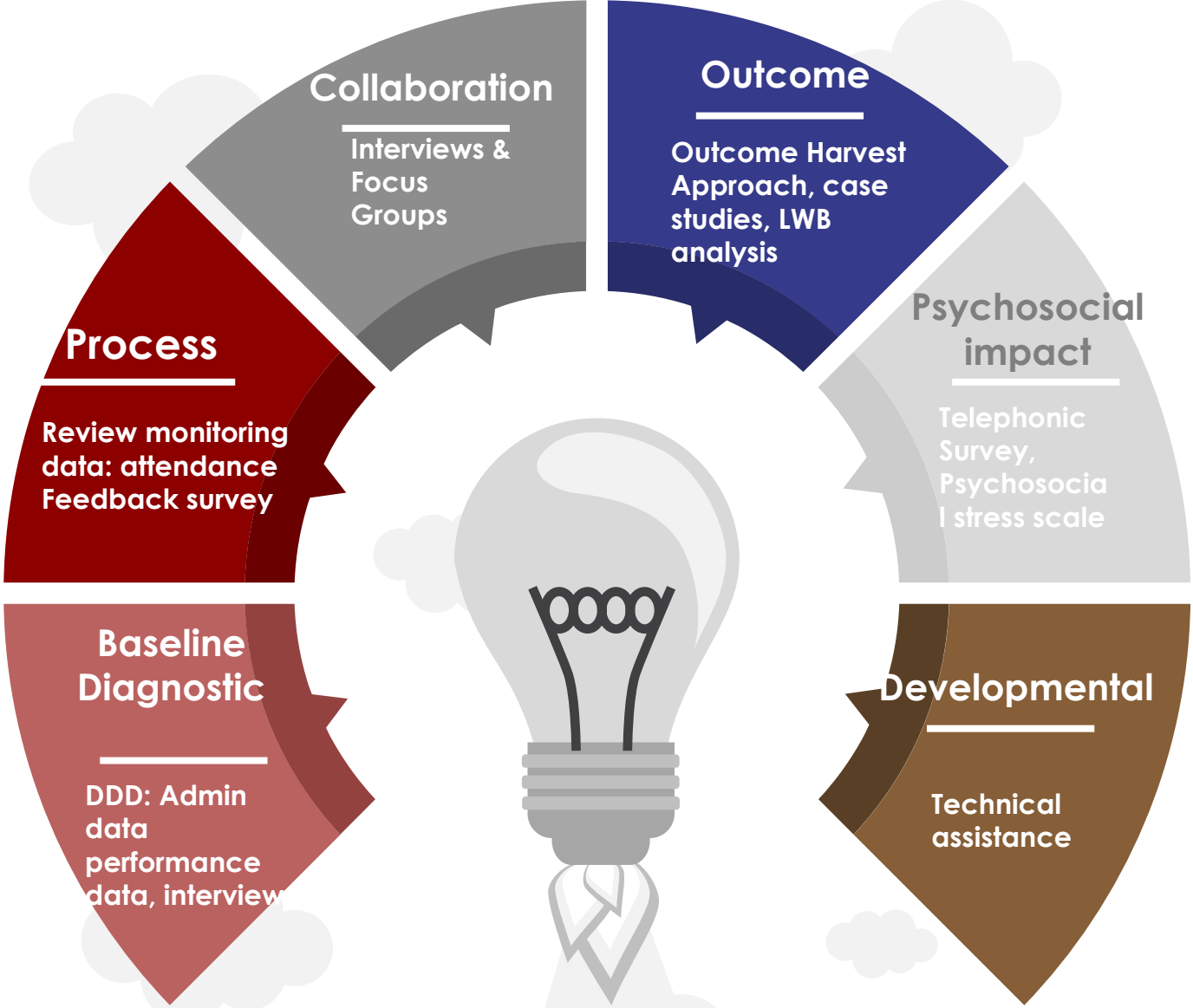
Did the programme help with curriculum recovery & addressing backlogs?

Did the programme help prevent more losses?

What were the other outcomes?



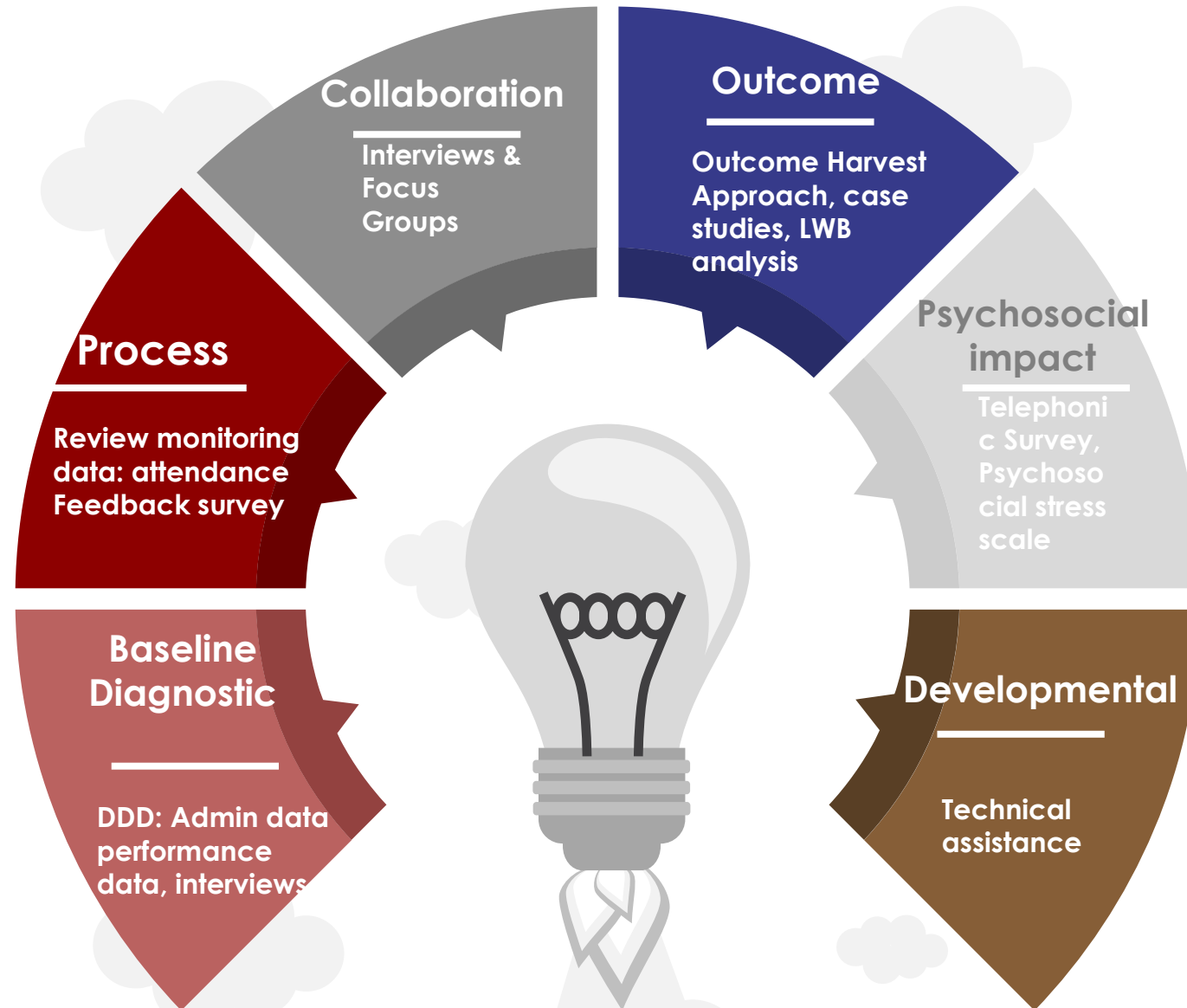
# Evaluation Questions



Has the psychosocial impact affected educators' ability to teach and lead?

What kind of support is needed and most feasible?

# Evaluation Questions



Does the design need to change?  
Are we doing the right thing?  
How do we respond to implementation issues & feedback?

[Home](#) > [Approaches](#) > Outcome Harvesting

# Outcome Harvesting

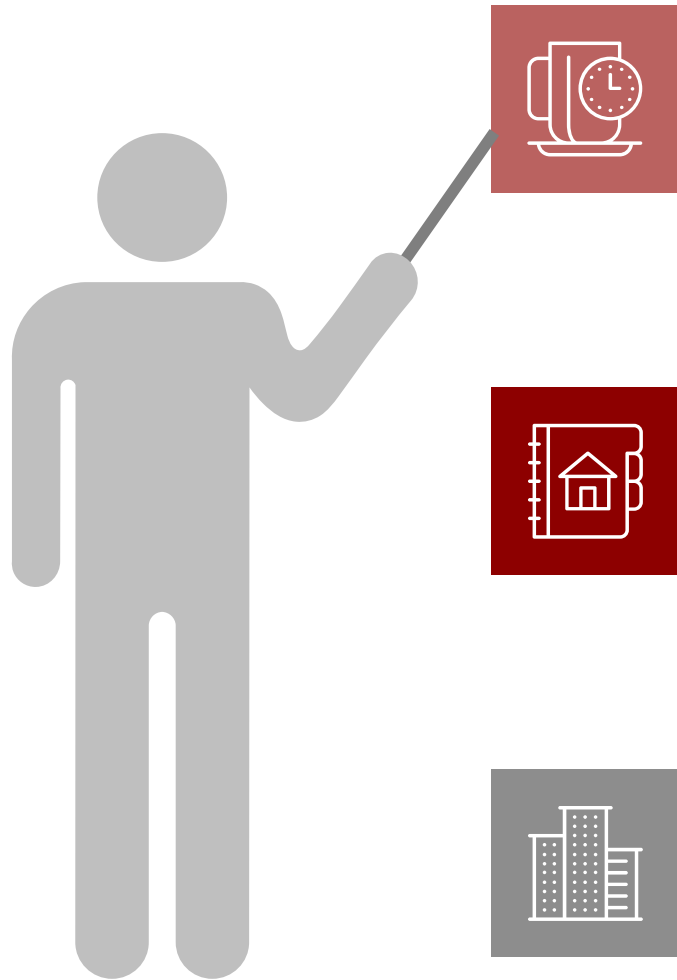
Also Available In: [Portugues](#), [Español](#)

Outcome Harvesting collects (“harvests”) evidence of what has changed (“outcomes”) and, then, working backwards, determines whether and how an intervention has contributed to these changes.

Outcome Harvesting has proven to be especially useful in complex situations when it is not possible to define concretely most of what an intervention aims to achieve, or even, what specific actions will be taken over a multi-year period.

[https://www.betterevaluation.org/en/plan/approach/outcome\\_harvesting](https://www.betterevaluation.org/en/plan/approach/outcome_harvesting)

# When is Outcome Harvesting Appropriate?



## **The focus is primarily on outcomes rather than activities.**

Outcome Harvesting is designed for situations where decision-makers (as “harvest users”) are most interested in learning about what was achieved and how. In other words, there is an emphasis on effectiveness rather than efficiency or performance. The approach is also a good fit when the aim is to understand the process of change and how each outcome contributes to this change

## **The programming context is complex**

Outcome Harvesting is suitable for programming contexts where relations of cause and effect are not fully understood. In complex environments, however, objectives and the paths to achieve them are largely unpredictable and predefined objectives and theories of change must be modified over time to respond to changes in the context. Outcome Harvesting is particularly appropriate in these more dynamic and uncertain environments in which unintended outcomes dominate, including negative ones

## **The purpose is evaluation.**

Outcome Harvesting can serve to track the changes in behaviour of social actors influenced by an intervention. However, it is designed to go beyond this and support learning about those achievements. Thus, Outcome Harvesting is particularly useful for on-going developmental, mid-term formative, and end-of-term summative evaluations.

# Steps in outcome harvesting

