

# SETA Learning Event

13 March 2019

## Streamlining and Strengthening SETA M&E

Workshop Facilitated by Prof Eureka Rosenberg  
Rhodes University



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

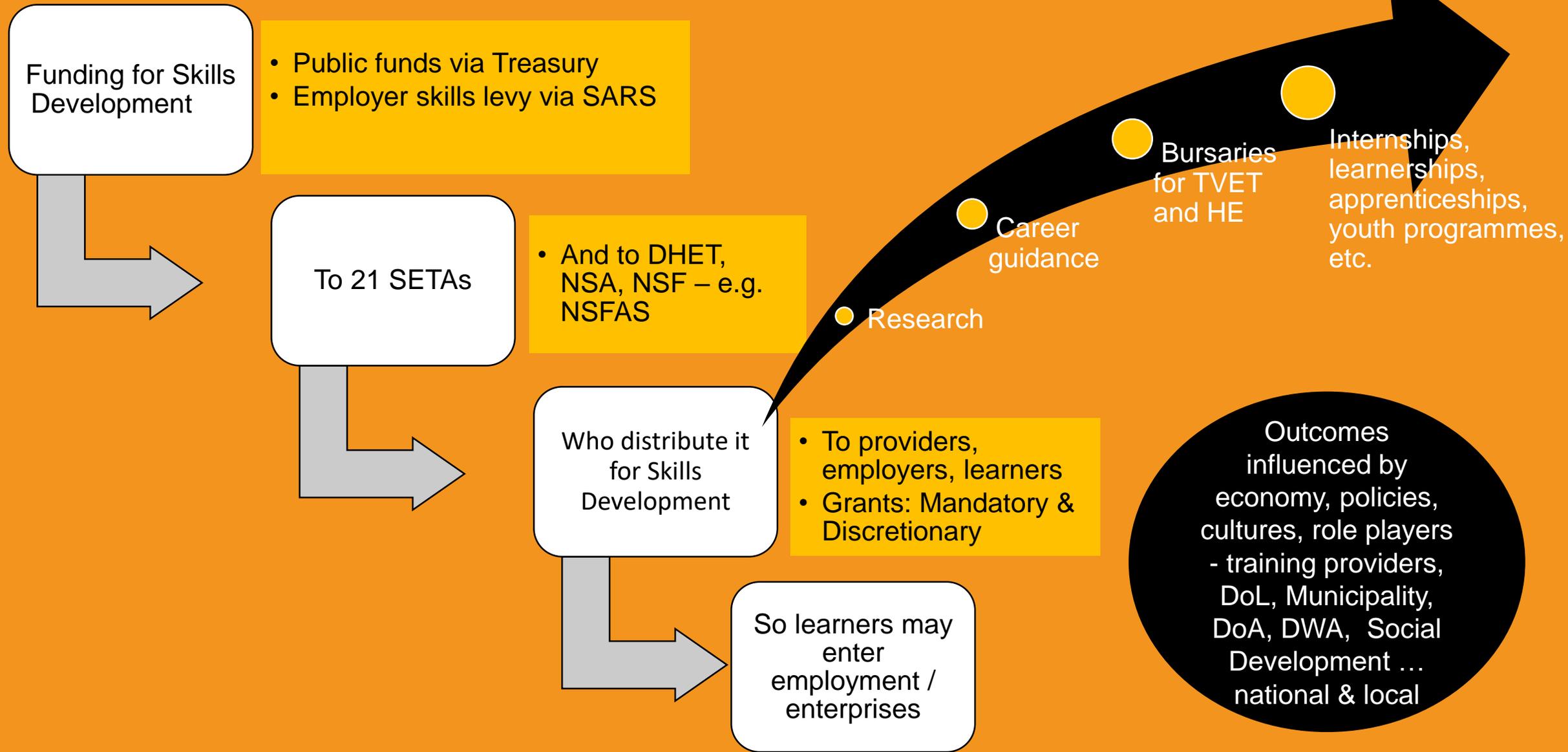


RHODES UNIVERSITY

*Where leaders learn*



# SETAs: The Big Picture



# Background

*“Responding to dissatisfaction with government services, in 2009 the government placed a major emphasis on monitoring and evaluation (M&E). A ministry and department were created, initially focusing on monitoring but in 2011 developing a national evaluation policy framework, rolled out from 2012. ... In 2007, the Presidency issued the policy framework on the government-wide M&E system, which linked performance information, official statistics and evaluations and coordination of various role-players at the administrative centre of government to champion M&E practices. ... The system has focused on improving performance, as well as improved accountability. ”*

Goldman, I., Mathe, J.E., Jacob, C., Hercules, A., Amisi, M., Buthelezi, T. *et al.*, 2015, ‘Developing South Africa’s national evaluation policy and system: First lessons learned’, *African Evaluation Journal* 3(1), Art. #107, 9 pages.

# International Guidelines

- For credibility, show the independence and quality of evaluation.
- The need for different types of evaluations
- Standardised systems to overcome limited capacity
- Annual or rolling multi-year evaluation plan.
- A budget allocation of 2% – 5% of programme budgets.
- A central capacity to support evaluations in government, both developing policy, systems and supporting methodology and quality assurance.
- Improvement plans should be developed based on the evaluations and their implementation closely monitored.

# Problem Statement

*“The absence of effective monitoring and evaluation has created a situation where the SETAs and DHET are unable to answer... very serious criticisms. This is partly because of the focus on numerical targets ...and partly because of the [lack of] effective monitoring and measurement.”*

Department of Higher Education and Training (DHET), 2015, p.19

# Response: Invest in a Research Partnership and Programme (2018-2020)

Consult with SETAs & stakeholders, Treasury, AG, DPME, NSA, DHET, DoL, HRDC, ... providers

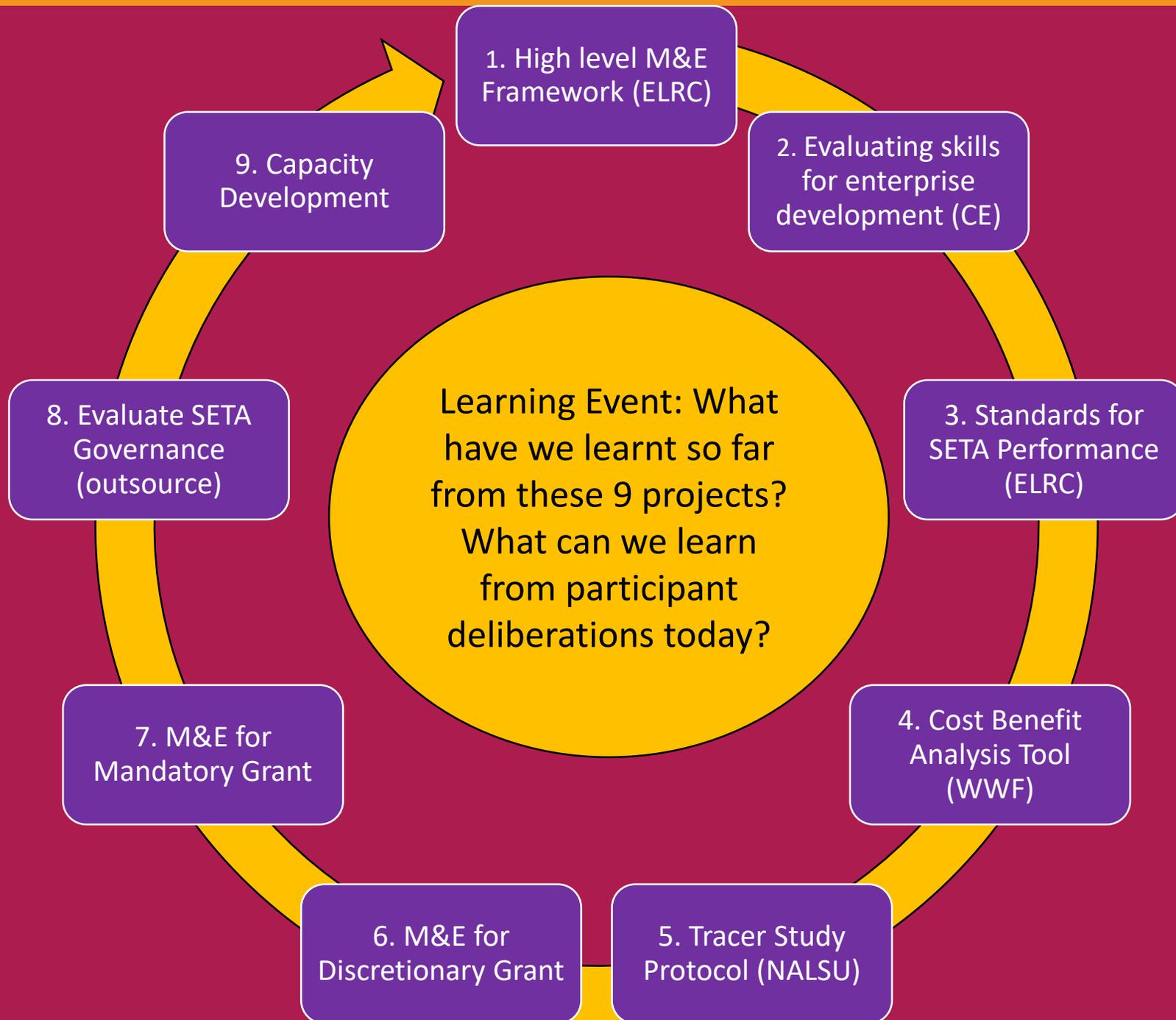
Conduct Pilot Evaluations

Undertake expert reviews, tool development & piloting; further consultation

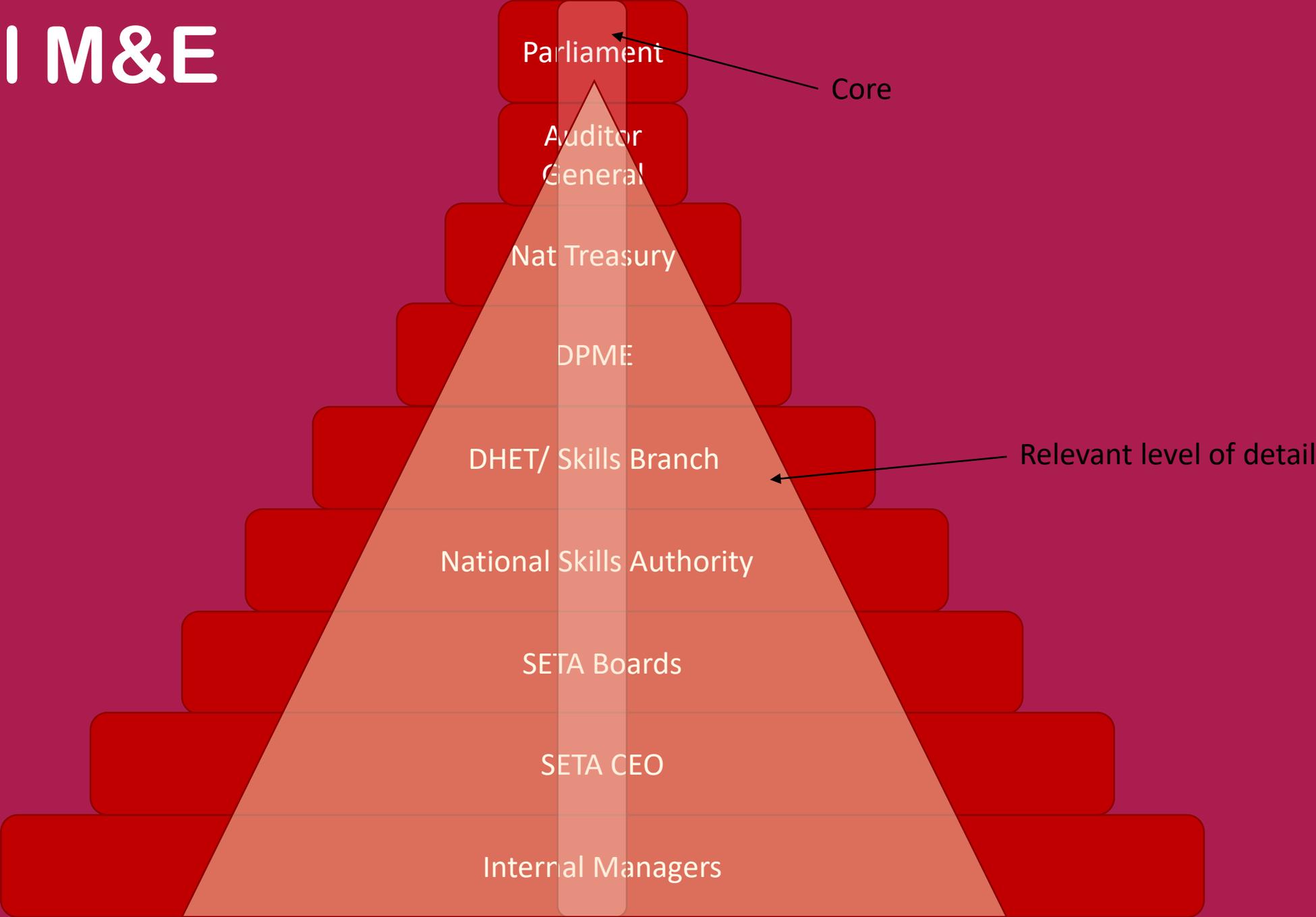
Produce Frameworks and Tools and Do Capacity Development

Goal: To be able to say with authority & agreement: "This is how SETAs should be evaluated"

*At the same time: Institutional and systemic embedding*

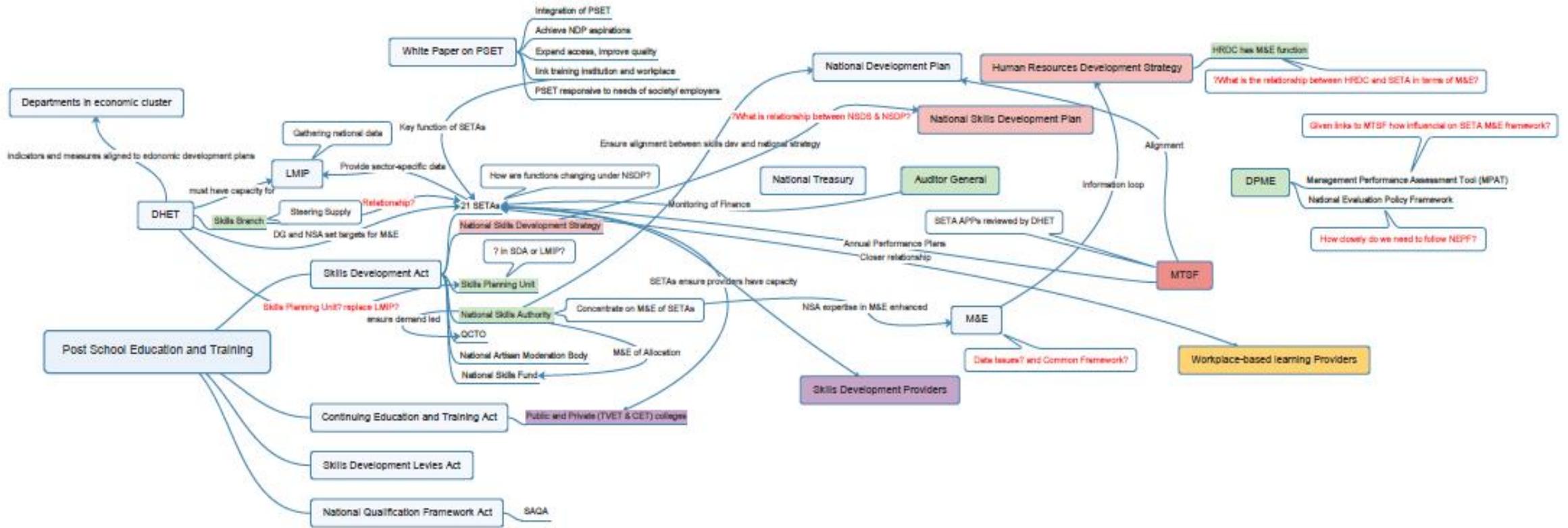


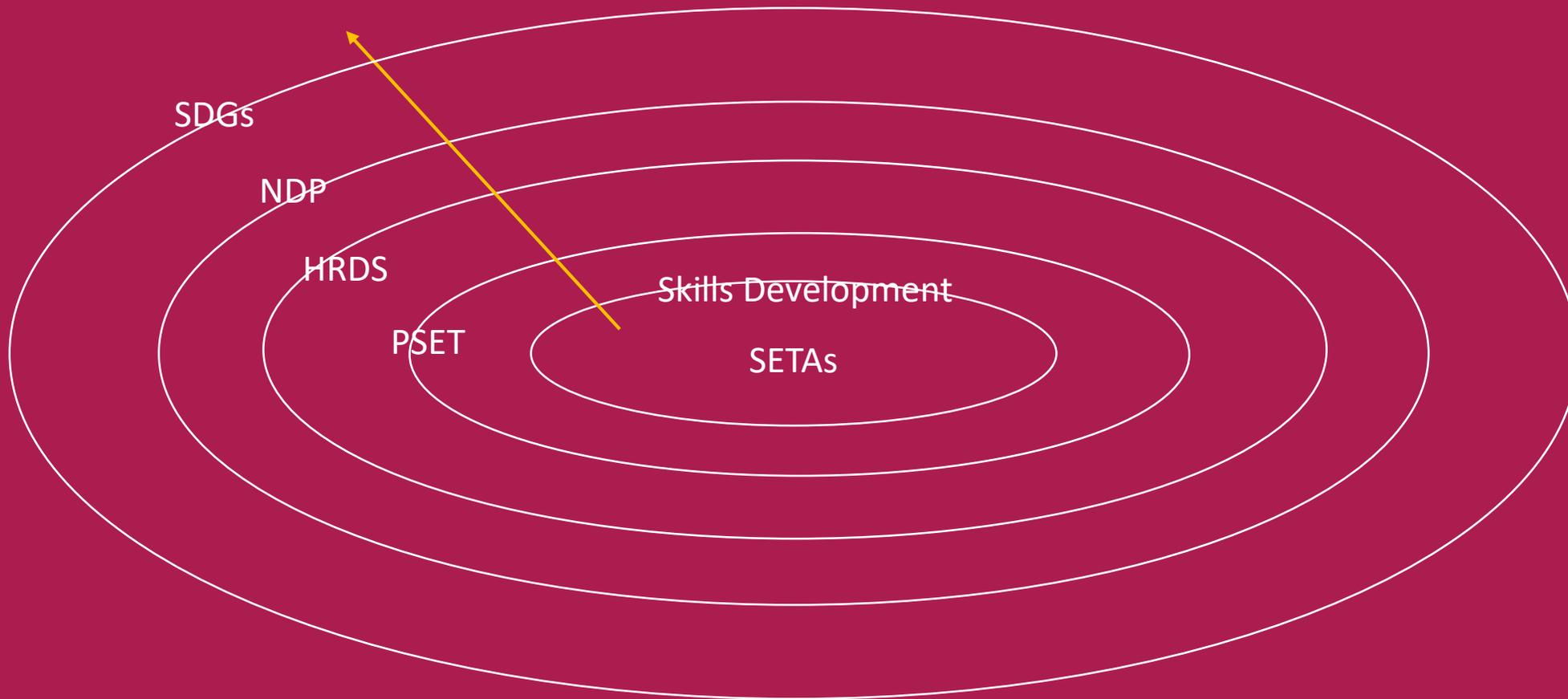
# Overall M&E



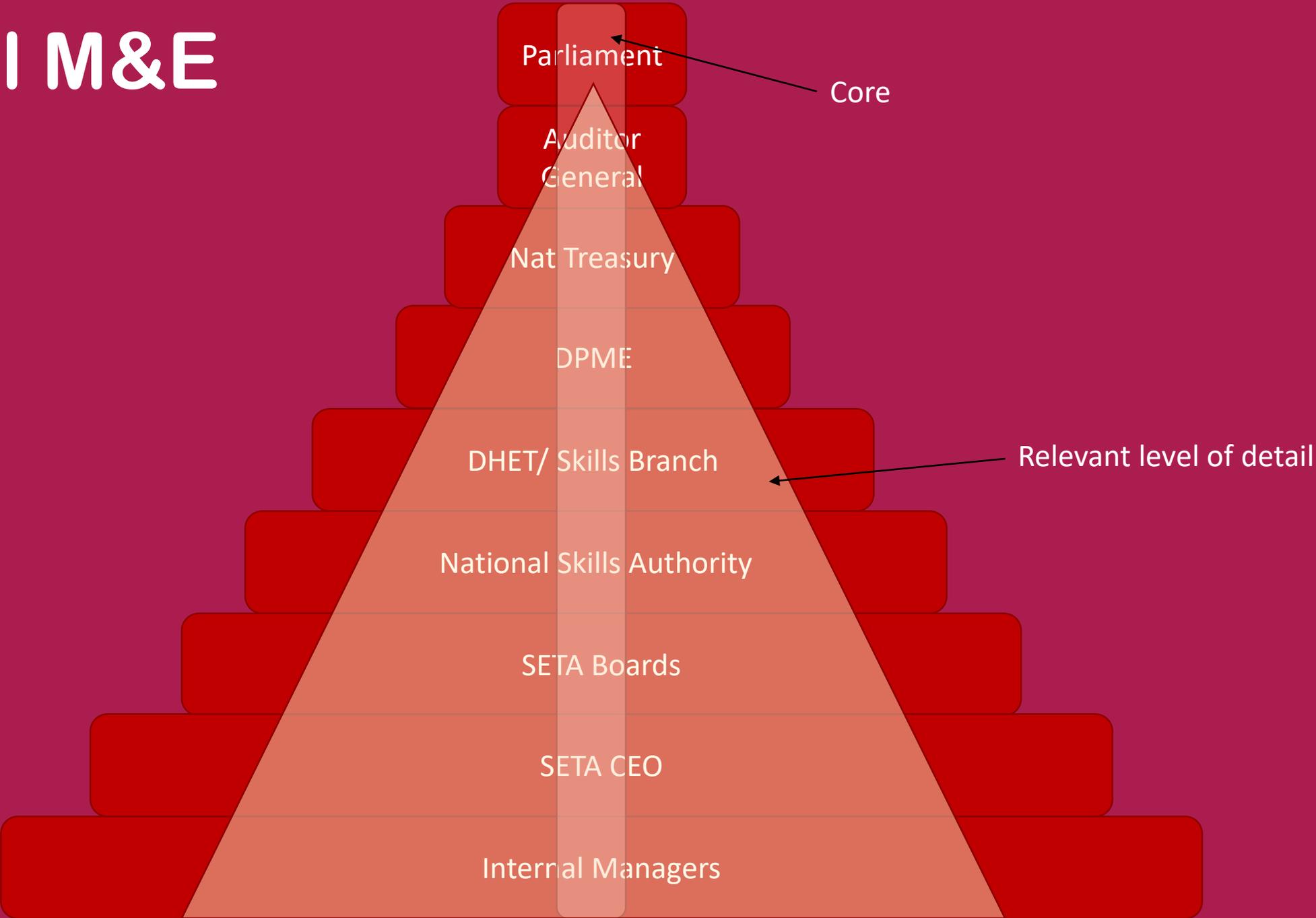
**How do we streamline SETA monitoring and reporting?**

# Map of Policies with M&E Implications





# Overall M&E



# Standards for SETA Performance

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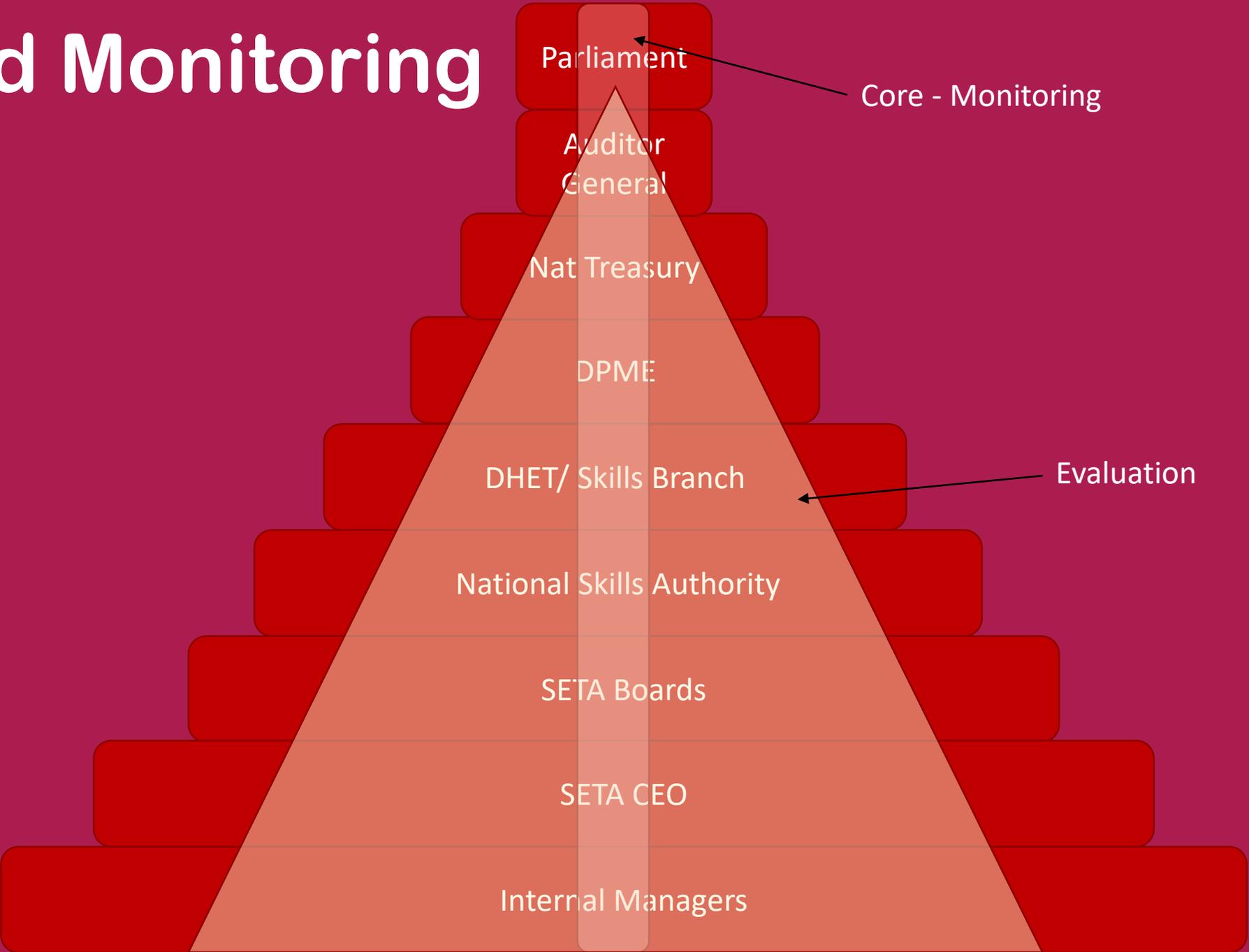


# Group Deliberation Proposal 1: Streamlined monitoring and reporting of inputs and outputs

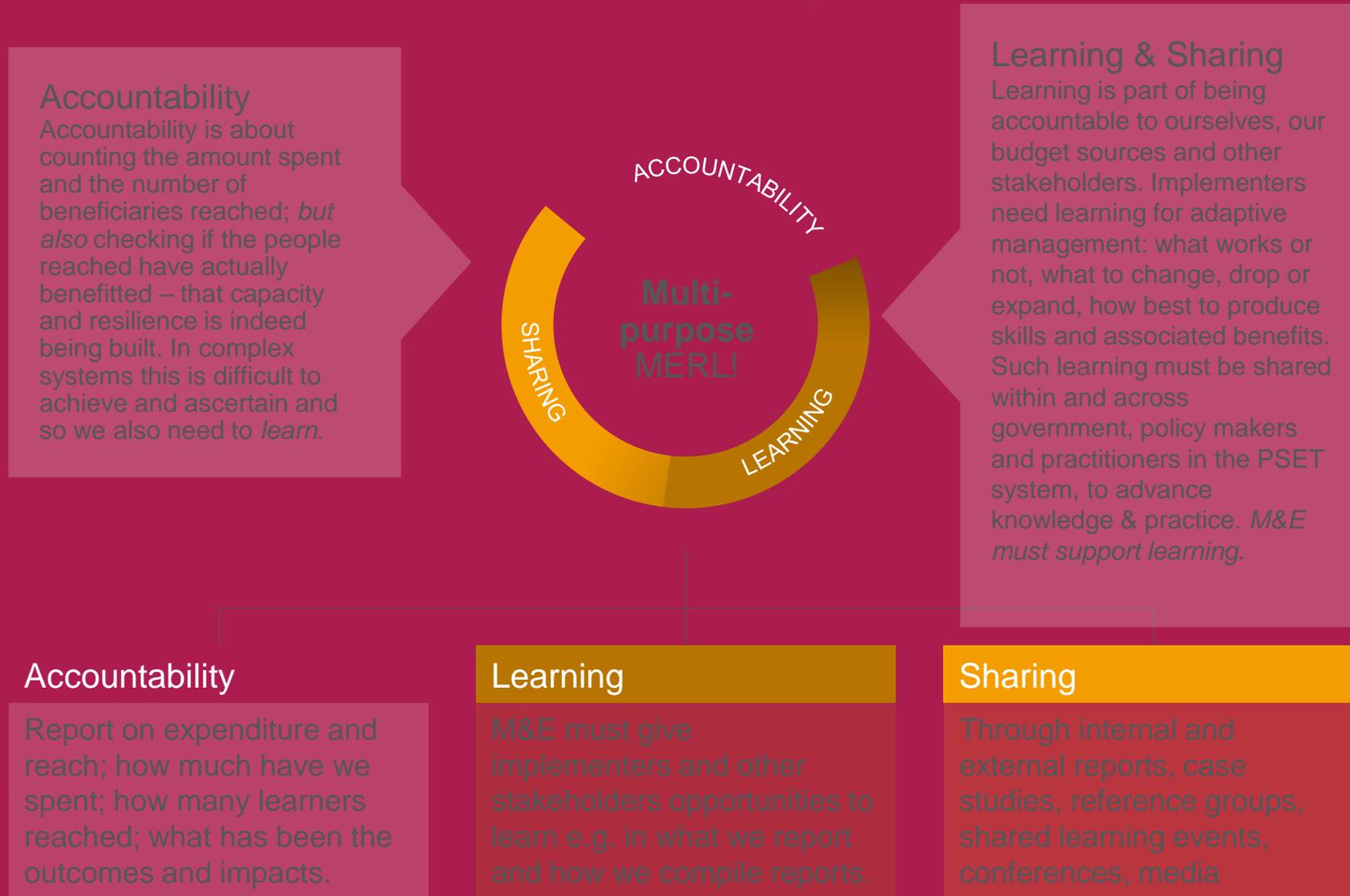
- Is there anyone listed that SETAs do NOT report to? Anyone left out that they DO report to?
- How is the MPAT / quarterly & annual reporting USED? What decisions are informed by it?
- What challenges if any are experienced in the implementation of the MPAT?
  - Overload?
  - Multiple reporting in different formats?
  - Ad hoc requests for reports?
  - Inadequate resources?
- What suggestions do you have for overcoming the challenges noted?
- Your response to our proposal? Any other comments

**How do we strengthen  
SETA evaluation for system  
wide learning?**

# Beyond Monitoring



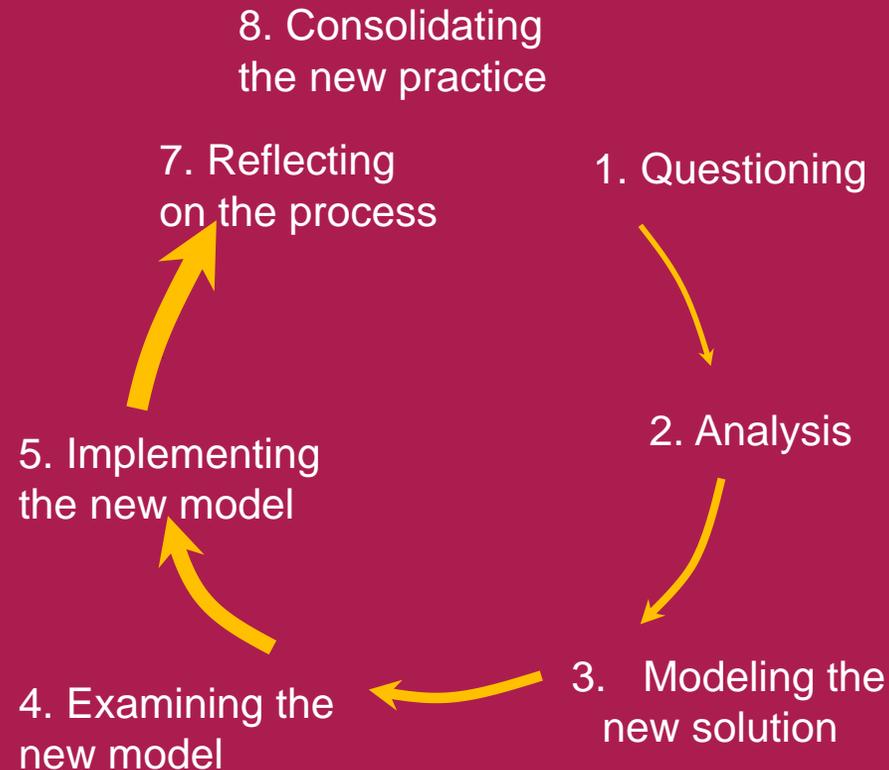
# The Roles that M&E can Play in a PSET Context



# Purposes of Evaluation

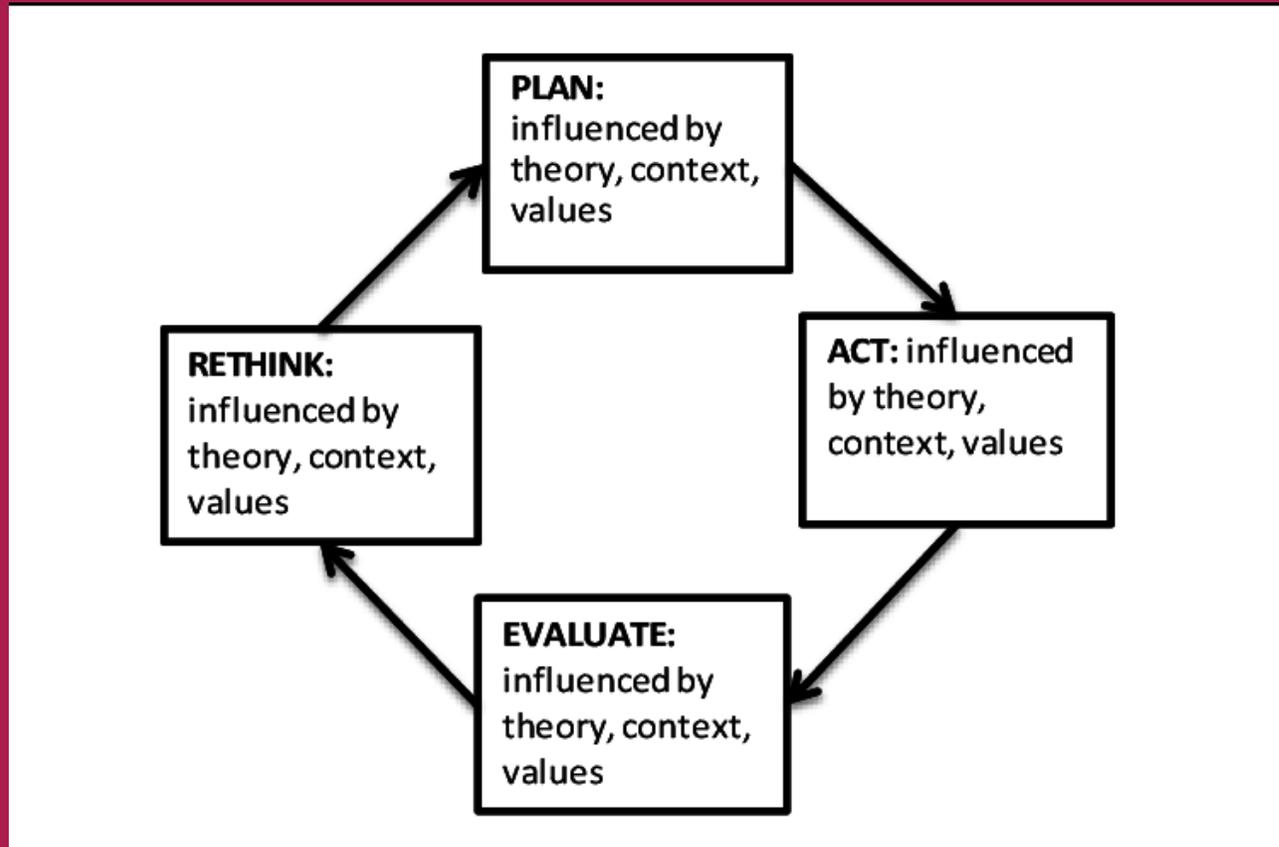
- Accountability purposes (accounting for resources received)
- Improving efficiency, effectiveness, outcomes and impacts
- Learning and development (at project or programme level)
- Learning and development (at organisational level)
- Learning and development (at national or international system level)
- Decision-making (e.g. should intervention be continued or not)
- Communication and Promotion, Advocacy
- Formative and Summative evaluations

# Expansive Learning Process



Source: Engeström, Y. (1987). Learning by expanding: An activity-theoretical approach to developmental research. Helsinki: Orienta-Konsultit. (available online at: <http://lchc.ucsd.edu/MCA/Paper/Engestrom/expanding/toc.htm>)

# Learning from Doing & Reflecting

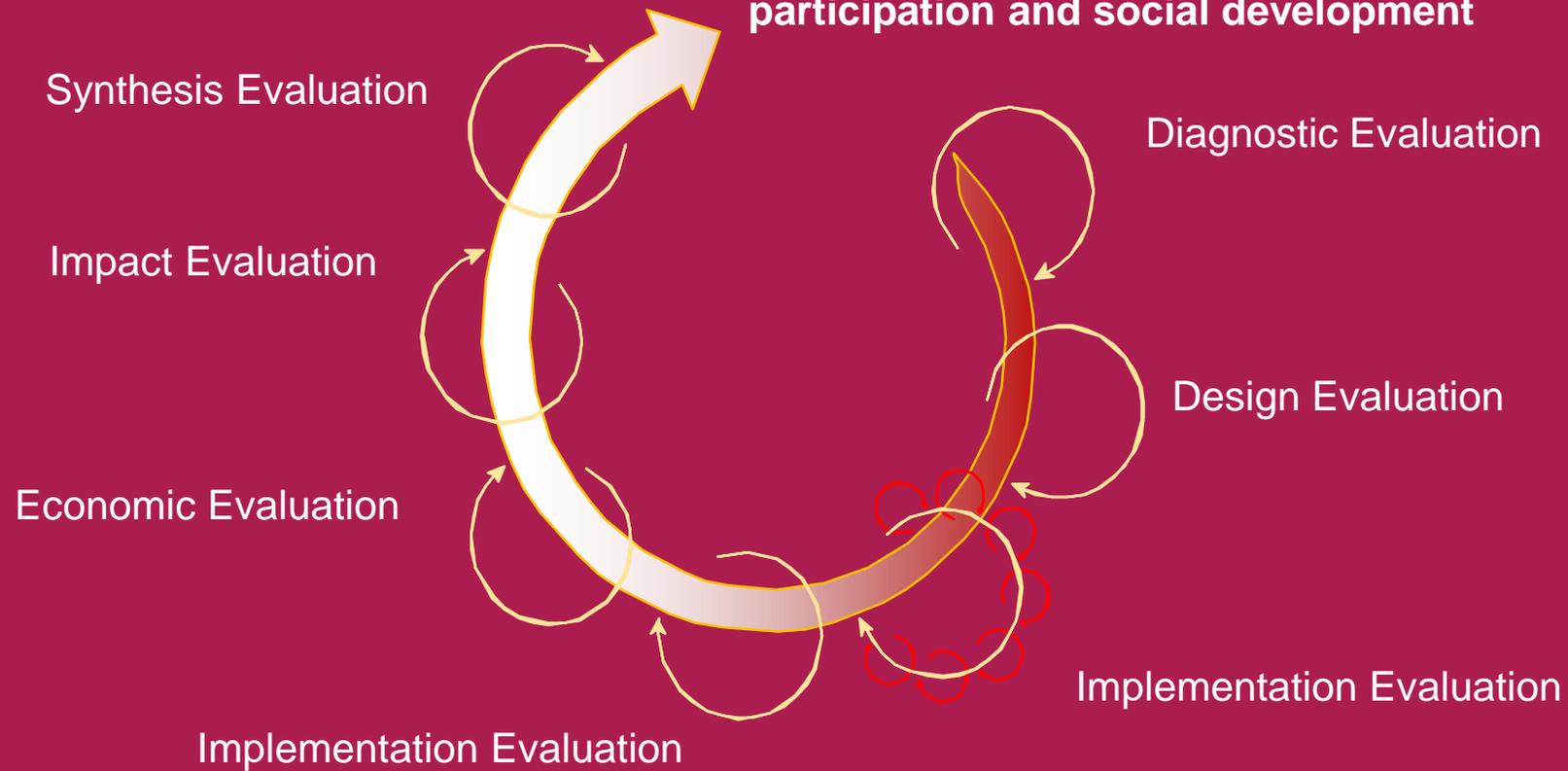


Kolb, Experiential Learning Cycle, 1984

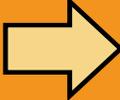
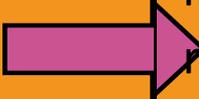
Schön, Reflective Practice model for professional development, 1983

# Organisational Learning Through Evaluation

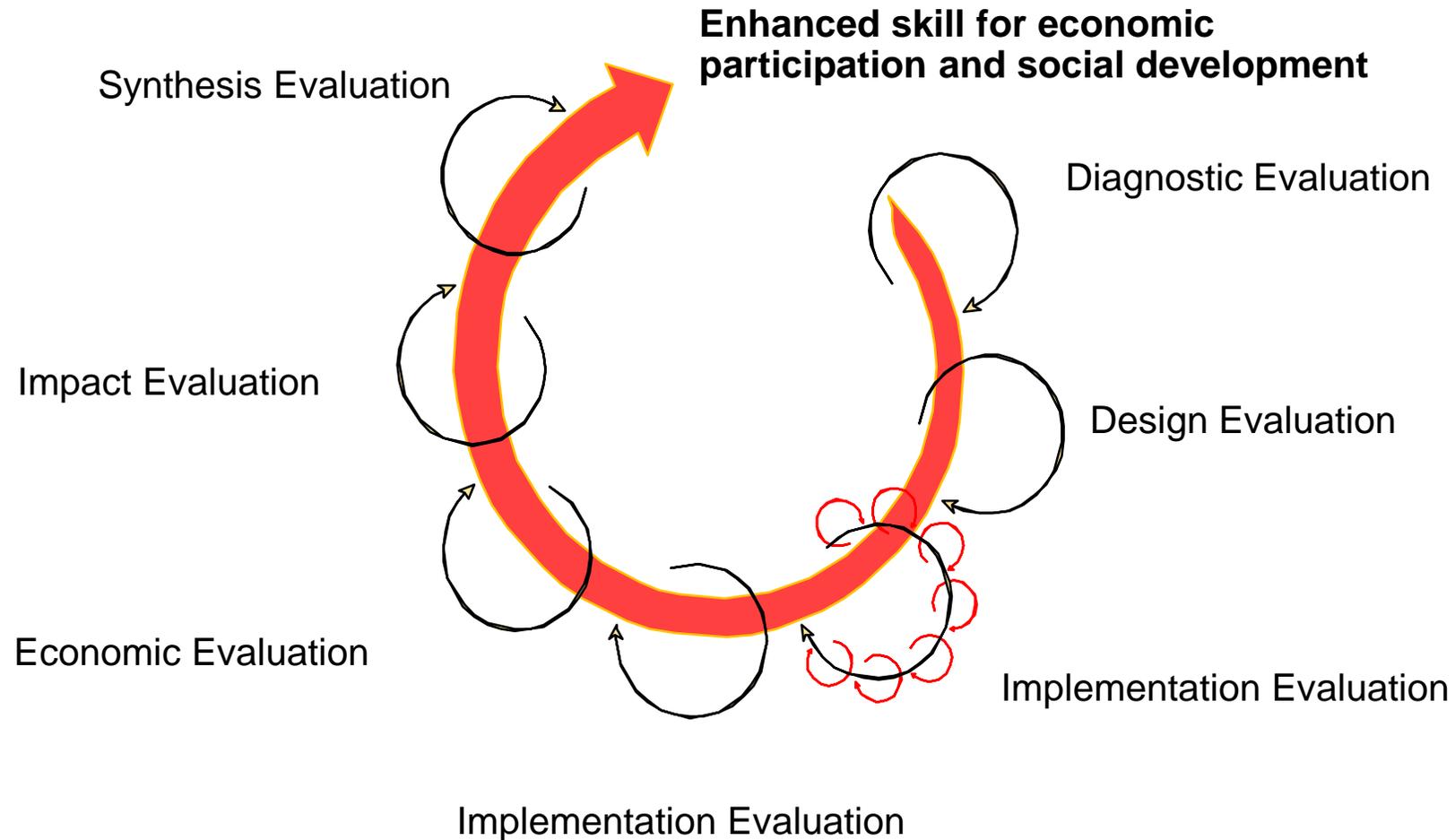
**Enhanced skill for economic participation and social development**



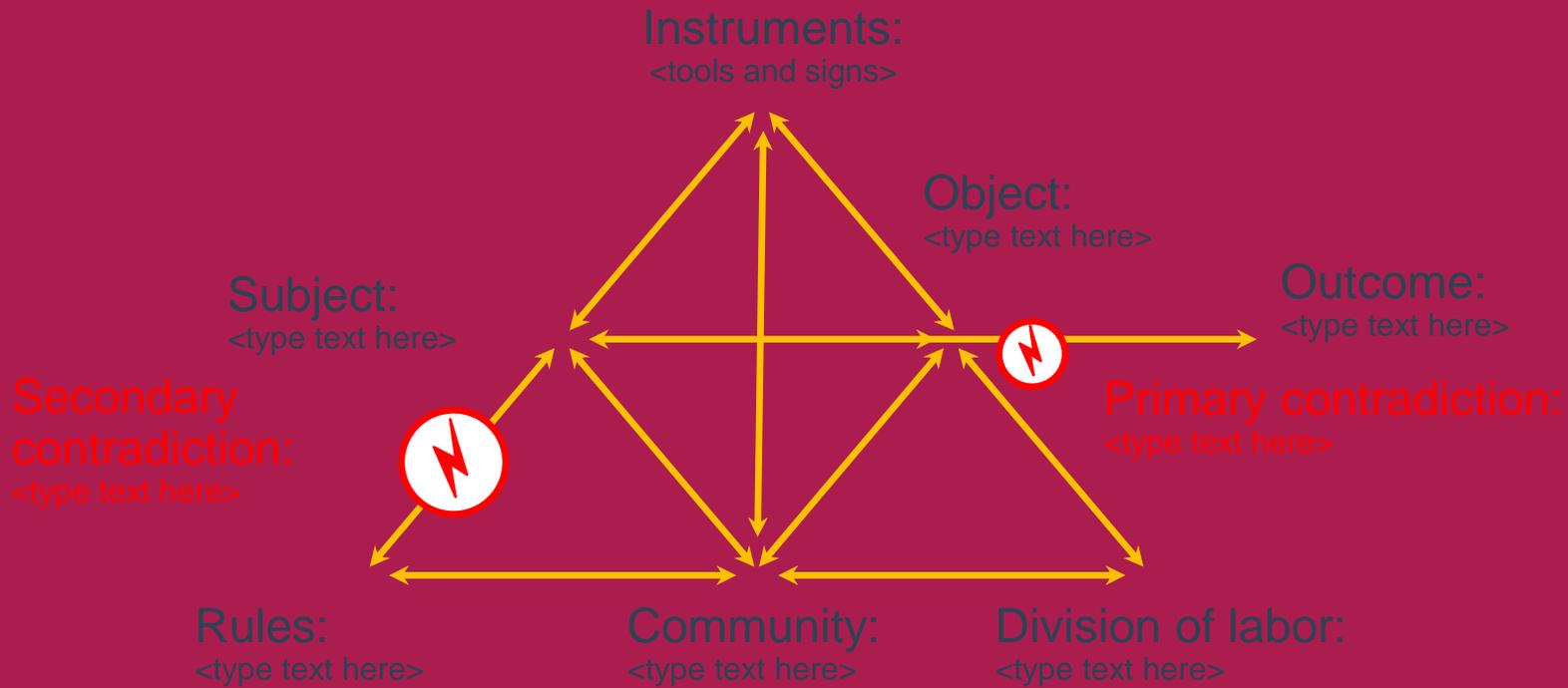
# Evaluation and Expansive Learning

Focus	Problems	Solutions
Invisible systemic structure of the collective activity	2. Disclosing the systemic causes in the visible problems in the activity.  	3. Finding ways to overcome the problems by expansively reconceptualising the idea of the activity. 
Immediately visible elements and problems in individuals' action in the joint activity	1. Identifying the obvious (visible) problems. 	4. Taking new kinds of actions: implementing new instruments, rules, ways of dividing labour and collaborating.

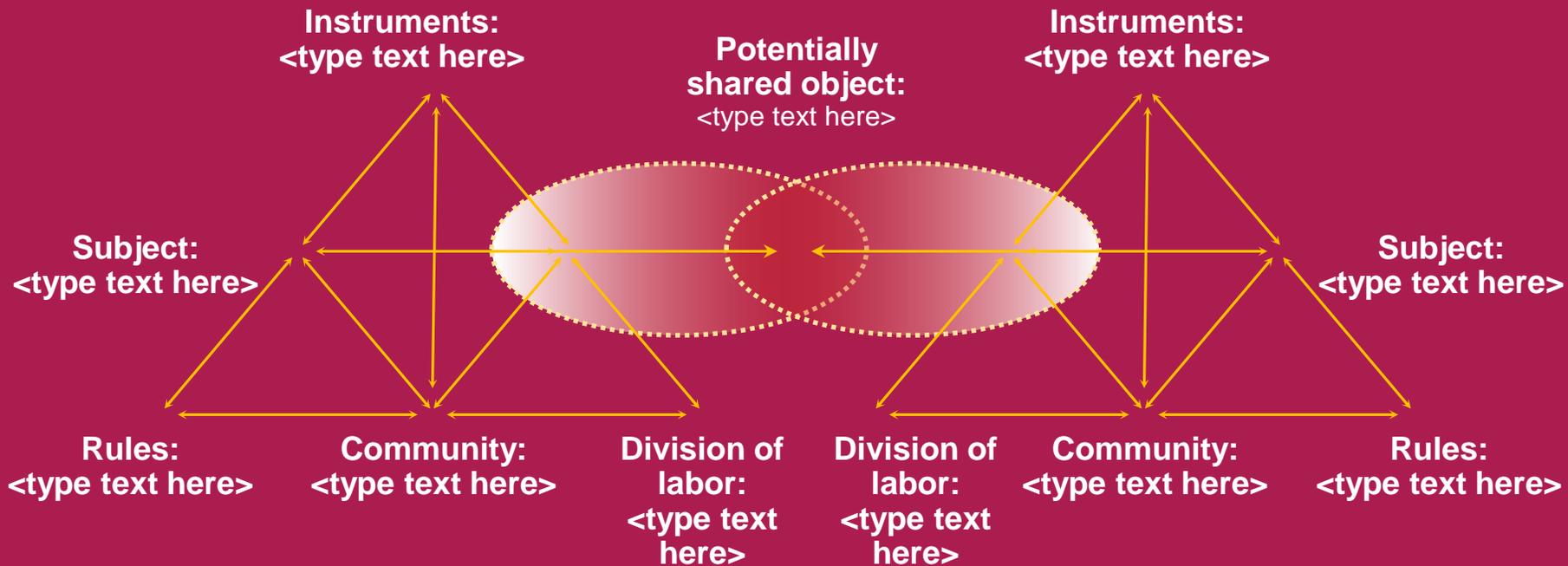
# Organisational Learning Through Evaluation





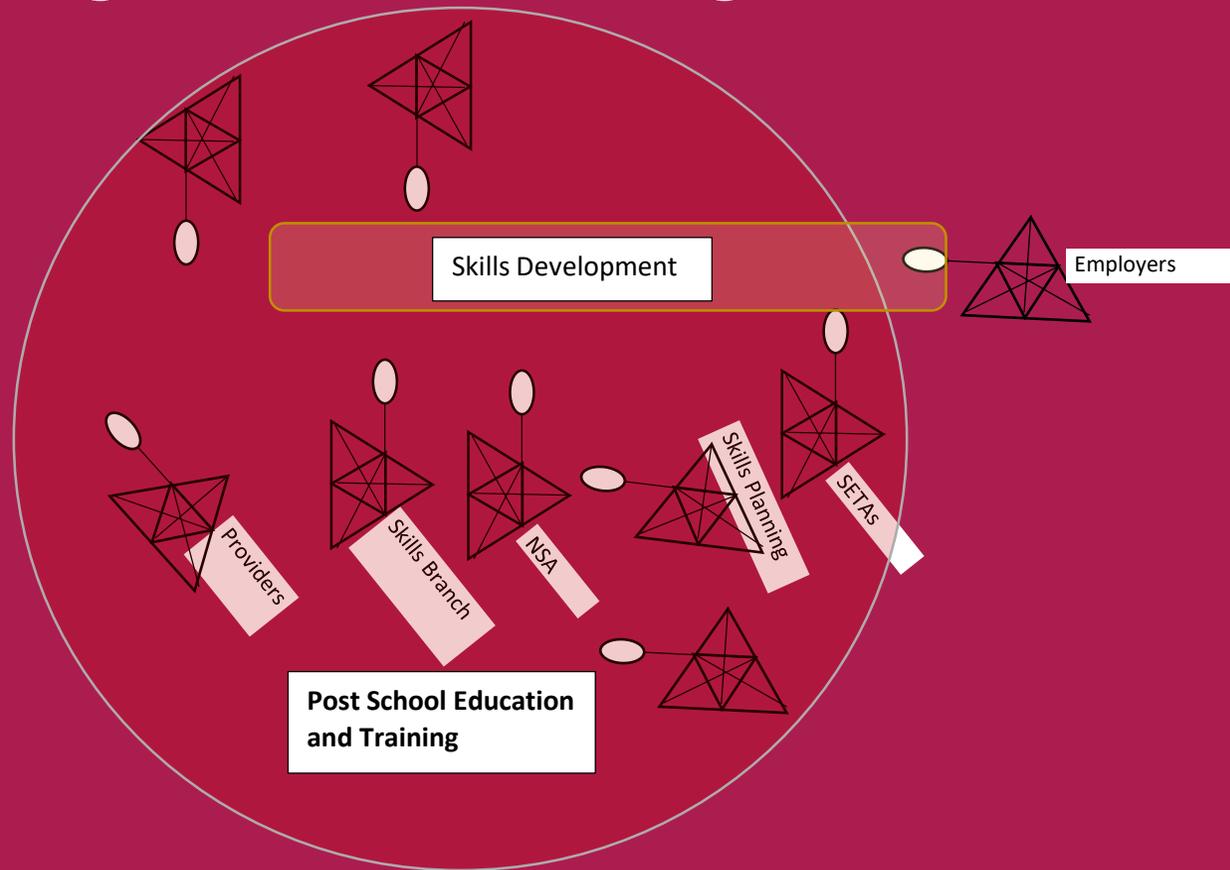


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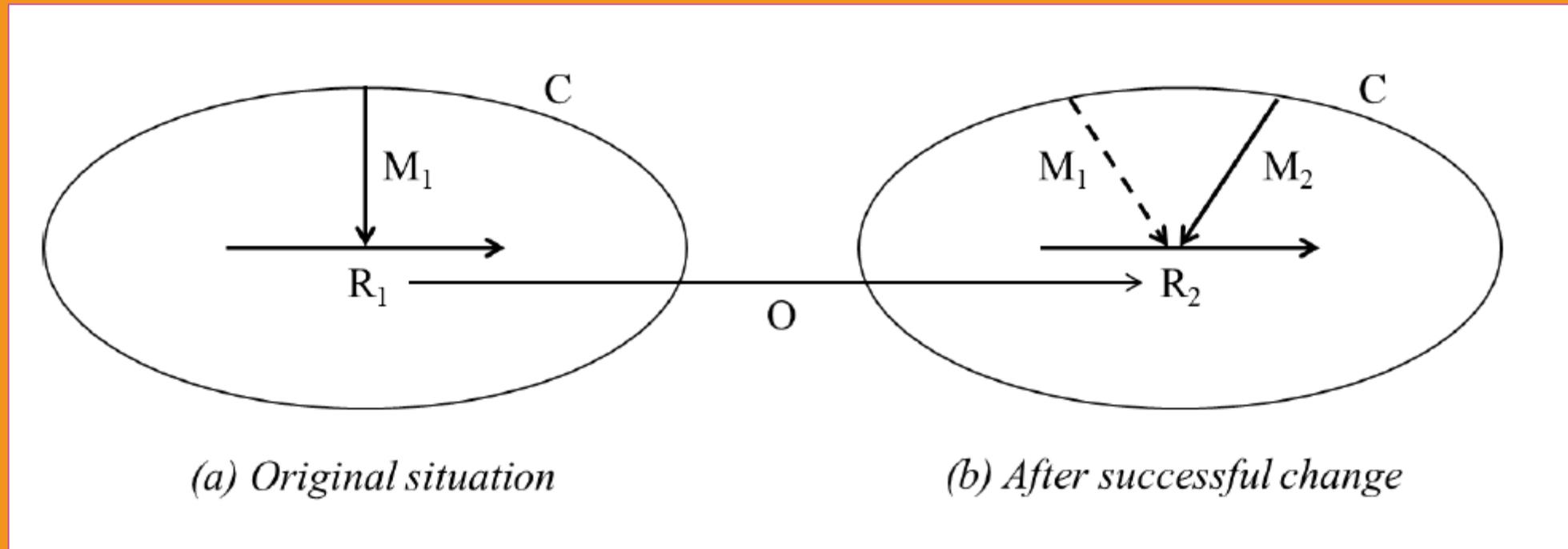


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# Activity System Analysis



# Example of Implementation Evaluation: Realist Evaluations



# Programme Logic, Theories of Change and Indicators

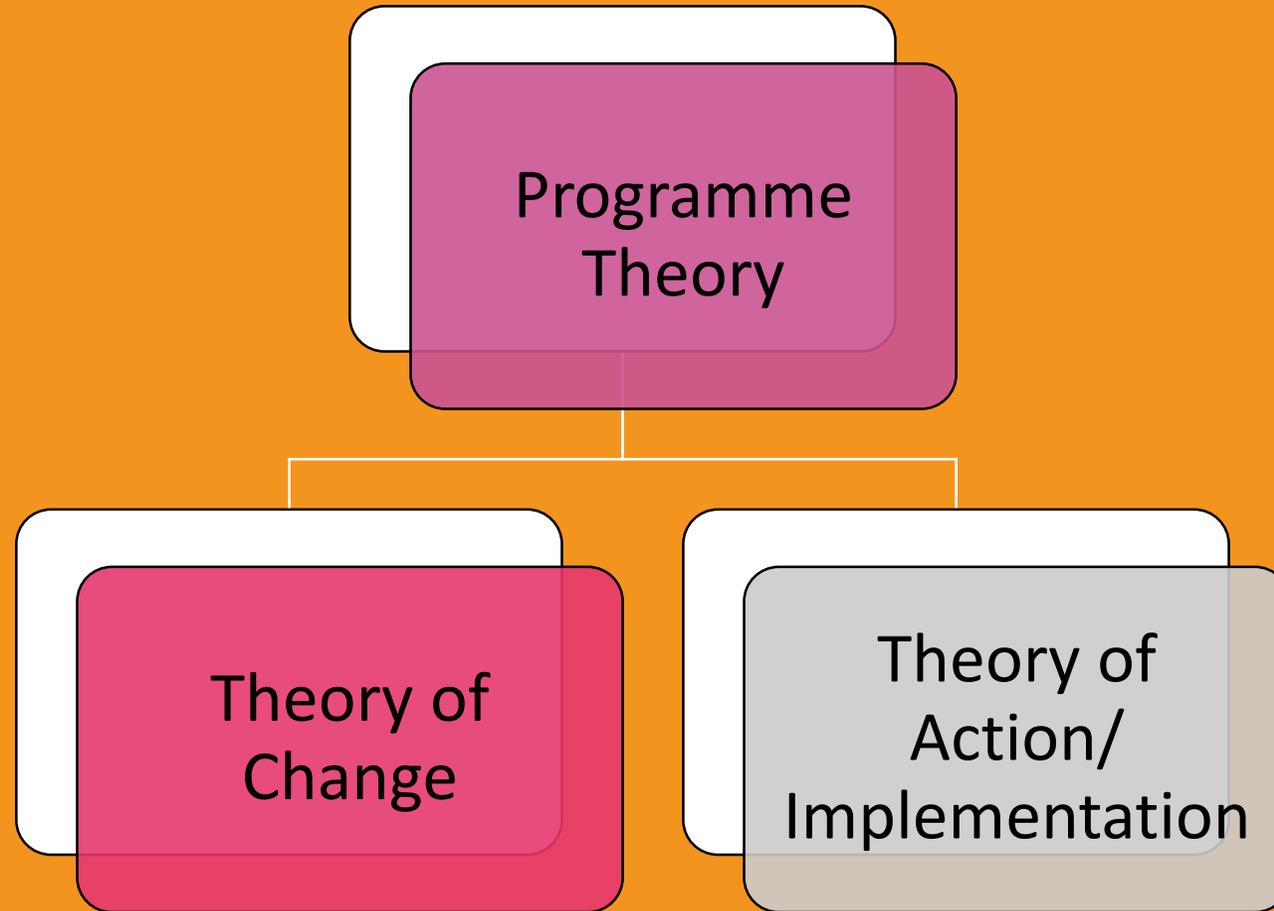
# M&E for the Mandatory Grant

- Engaging workplaces to enable them to provide increasingly relevant data on the skills of their existing workforce as well as projected skills needs (against occupations)
- SETAs will manage and use the levy grant mechanism to support the process of collecting information to steer the system and ensure the funding concentrates on driving provision of quality qualifications and or workplace based experience

# M&E for the Discretionary Grant

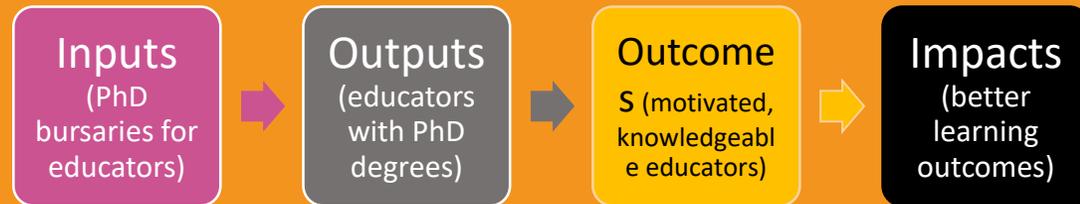
- Engaging stakeholders including but not limited to employers, labour and government) to ascertain their perceptions of future trends in their sectors and the implications of these for the demand and supply of skills,
- Engaging the relevant units within DHET to explore the implications of the findings from workplace data and stakeholder engagement with respect to sector trends.

# Programme Theory – theory of change

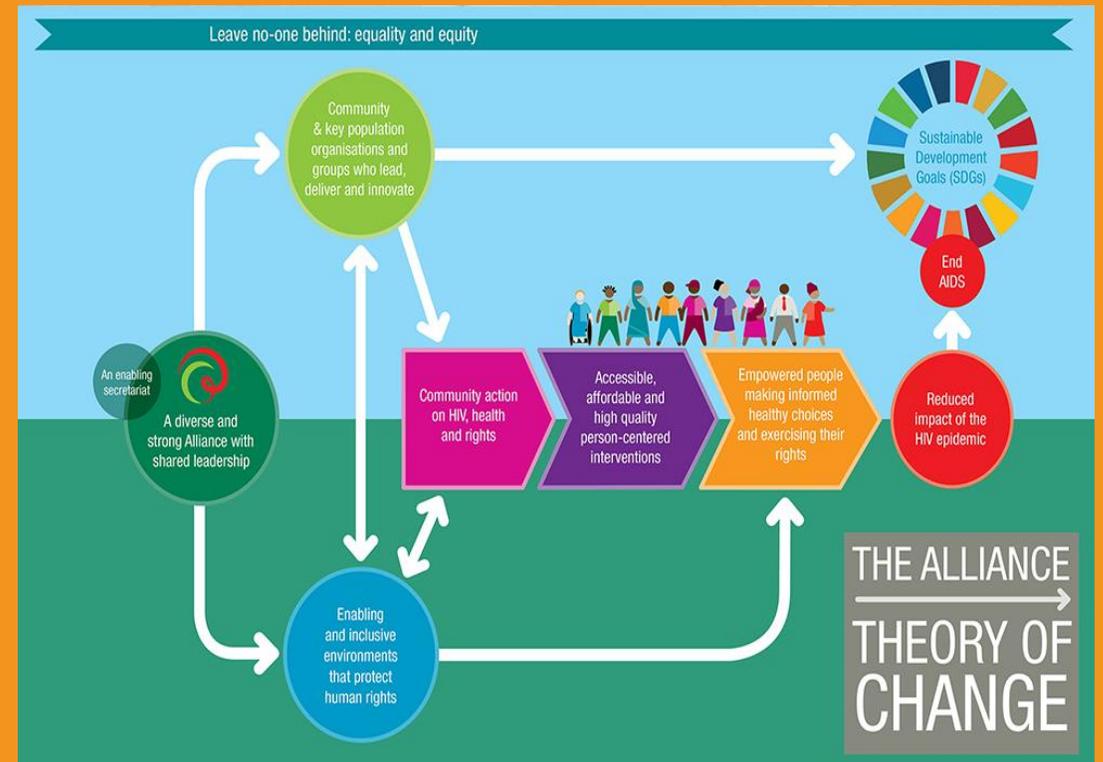


# Programme Logics and Theories of Change

## Log frame for simple conditions:



## Programme logic for complex program



# Example of Economic Evaluation: Cost Benefit Analysis Tool for WBL

- Cost Benefit Analysis Tool (Dr Glenda Raven)
- Scoping report produced (questionnaires from 9 SETAs)
- SETAs identified for case studies:
  - BANKSETA
  - ServiceSETA
  - Health and Welfare SETA
  - FP&M SETA

# Example 2 of Implementation (or Impact) Evaluation: Tracer Studies

## Advantaged of Centralised or Common SETA Studies

- Comparability of employment outcomes across SETAs and learning programmes
- Comparable and representative samples
- Uniform monitoring and reporting across SETAs
- Real time quality control
- Possibility of a global SETA study with multivariate statistical controls
- Possibility of conducting analyses which adjust for selection bias

# Group Deliberation 2: Strengthening SETA Evaluation

On the map of the expansive organisational learning & evaluation cycle,

- Fill in evaluations you are aware of, where they fit (choose best fit).
- Indicate how these evaluations are connected, if at all?
- Indicate how these evaluations are used, in your own experience?

# Thank You!

Eureta Rosenberg and Mike Ward

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