



# MONITORING AND EVALUATION CAPACITY: A LANDSCAPE ANALYSIS

FINAL DRAFT

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*Advancing mathematics, science and language education*

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# Introduction

ERA (in partnership with PDG) have been commissioned by the ZENEX Foundation to undertake a landscape study of M&E (with a specific focus on Educational Evaluation) in South Africa. The specific terms of reference for this study distinguishes five main tasks (as per below).

Purpose	Focus Area	Tasks
<b>To inform the strengthening of institutional (university) capacity</b>	1. Analysis of current delivery of monitoring and evaluation programme offerings at South African Universities 2. cursory review of education evaluation programmes available in other countries	1.1. An analysis of all existing accredited and non-accredited monitoring and evaluation programmes and courses offered through the various higher education institutions. This analysis must include the list of courses/programmes, the purpose of the programmes/courses, course outlines and content, requirements for entry, the enrolment and throughput rates, the profile of attendees. 1.2. An analysis of HR capacity at higher education institutions: profile of staff in existing monitoring and evaluation programmes offered through higher education institutions: race, gender, position, academic qualifications. 2. A desktop analysis of education evaluation course/modules/programmes offered in no more than three other countries: course purpose, course outlines and whether they are located in faculties of education or evaluation.
	3. A review of evaluation publications in South Africa	3. An analysis of existing published work in evaluations
	4. Analysis of the capacity and needs of black evaluators	4.1 Establish the nature of internship/mentorship strategies and plans for the development of black evaluators in approximately five key evaluation agencies (agencies that conduct education evaluations). 4.2 Establish the capacity, needs and challenges of at least five black led evaluation agencies that conduct education evaluation.
<b>To strengthen the enabling environment</b>	5. Analysis of donor, approaches and donors needs in undertaking education evaluations	5.1 List of key donors that commission education evaluations 5.2 Analysis of approaches to evaluation work: commissioning, utilisation of data, proportion of spend. 5.3 Donor views about the quality and needs in the sector. 5.4 Donor capacity to commission and manage evaluations and their needs.

The report follows the outline of the Terms of Reference and the findings related to each section are discussed under a separate section heading. The methodology followed with regard to each task, as well as additional information pertaining to each section, is found in the Appendices of this report.

The authors would like to thank all individuals who have participated in the study: academics at universities who have provided us with information, the respondents to the survey of donors as well as those who have been interviewed for more qualitative inputs. We also have to thank staff at CREST and PDG who have assisted with specific data inputs, including Herman Redlinghuys, Kyle Ford, Nozipho Ngwabi, Cara Hartley, Lerato Shai and Comfort Molefinyana.

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# Executive summary

## Introduction

Our executive summary is divided into two sections: we first present the high-level **Headline Findings and Recommendations** followed by the **Main section findings** of our study according to the five main tasks conducted.

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## Headline findings

1. There is a wide array of academic offerings in general programme evaluation (M&E) training both through full-scale academic programmes and modules within (mostly) post-graduate programmes at South African universities. Although these offerings are concentrated at 5 – 8 universities, we believe that these offerings are sufficient to meet the current demand for M&E training in the country.
2. The greatest constraint in M&E programmes in the country is the lack of capacity.
3. There is no dedicated M&E offering for Educational Evaluation in the country: neither as a comprehensive programme nor as an elective in an existing programme.
4. The greatest constraint to the development of a local and dedicated offering in Educational Evaluation (especially as a separate programme or even as a set of electives) is the lack of sufficient human resources and, to a lesser extent, financial resources. A very specific constraint is the lack of sufficient high-level expertise to supervise doctoral candidates in M&E.
5. A comparison with the international landscape shows that the goal to develop a dedicated educational evaluation offering would require an investment in human and financial resources that may be prohibitive for our case.
6. The field of M&E in South Africa is best described as a professional service-provision field. The programmes that are being offered are mainly aimed at providing the requisite knowledge and skills for M&E professionals and, especially, officials in government and the public sector. This also explains why our review of scholarship has found that there is not a strong tradition of research scholarship in M&E in the country. Although there are some instances of publications and doctoral

dissertations in the general field of M&E, the profile of this scholarship suggests that it is more incidental and ad hoc than indicative of an area of specialisation for most of the academics in the field.

7. Our study shows that there is definite scope to strengthen organisational level support for recruiting and developing black evaluators, especially as it also transpired that current policies to develop black evaluators have not been adequately realised.
8. The demand for M&E and capacity-building in M&E remains high in the country. This was also demonstrated in our analysis of donor demand. However, it is also fair to say that current M&E practices and evaluation 'maturity' amongst donor organisations diverge and hence that the demand for M&E capacity-building is not monolithic.

## Recommendations

1. We would strongly recommend that the Zenex Foundation continue to consider how it could strengthen programme evaluation in general and educational evaluation in particular in the country. The current capacity needs to be strengthened and sustained for the future. The challenge to develop a cohort of skilled black evaluators remains a priority and lack of funding remains a barrier.
2. More specifically the Foundation could consider strategies such as the following:
  - a. Supporting an initiative to develop one or two dedicated electives in educational evaluation for inclusion in existing M&E programmes
  - b. Providing financial support to existing programmes to strengthen their high-level capacity to supervise students: this support could range from ad hoc support to bring international expertise to the country to the more long-term goal to developing a pipeline for the development of future (black) academics in programme evaluation.
3. We would also recommend that the Zenex Foundation consider supporting an initiative to raise awareness amongst different stakeholders (including donor organisations) of the need to strengthen (and financially support) the current academic offerings in M&E at SA universities so as to ensure their future sustainability.



## Main section findings

### 1. The current delivery of monitoring and evaluation programme offerings at South African Universities

The first main task of the study aimed at providing an accurate and detailed review of South African universities who offer M&E training through three formats:

- 1) an M & E **programme** (the definition of this offering is currently more than 3 M&E specific modules in an offering)
- 2) an M & E **module** (within a broader programme);
- 3) an M & E **short course** (a stand-alone course i.e. not always attached to an M&E programme)

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*Finding 1: Our review of academic offerings has revealed that the M&E modules in post-graduate programmes are the most common offering. In addition, we received information on seven dedicated programmes in M&E and 22 short courses on M&E.*

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Our review of university websites produced a total number of 45 academic offerings. Through further follow-up and requests we were able to add a few more in order to reach a total of 55 academic offerings (breakdown below).

Offerings	Initially Identified Offerings	Confirmed Offerings	Completed forms	Level
Programmes	9	9	7	(6 PG + 1 UG)
Modules	22	24	13	(12 PG + 1 UG)
Short Courses	14	22	17	( 14 PG + 3 below NQF 7)
Total	45	55	37	<b>32 (PG) and 5 (UG)</b>

The academic offerings are distributed across 13 of the 26 South African universities, with Stellenbosch University and the University of Pretoria contributing the highest number of offerings. This is mainly due the number of short courses on offer at these institutions. The distribution of the M&E offerings by faculty shows that most of the confirmed modules are offered in Health Sciences followed closely by Humanities and Economic and Management Sciences.

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*Finding 2: Full academic programmes: We identified nine full academic programmes in M&E with complete information on eight*

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An academic programme is a coherent academic offering that is designed to achieve specific learning outcomes at one of the NQF-qualification levels. Our survey revealed that 8 post-graduate programmes are offered at four SA universities (UCT, SU, WITS and UFH). We received completed forms for 6 of the 8 programmes. The UFH (Post Graduate Diploma) and WITS (Masters) did not submit documentation. NMU completed a form for an Advanced Diploma in Business Studies (with Specialization in Monitoring and Evaluation) which is offered in the Business and Economic Sciences Department. This is an undergraduate course and so we have not included it in our analysis. There is a range of disciplinary homes for these evaluation programmes (from Governance to Organisational Psychology) but none of the offerings are based in an Education faculty.

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*Finding 3: Challenges for full academic programmes: The limited methodological (and especially quantitative) competencies of students and insufficient supervisory capacity were identified by respondents as the main challenges in the continued offering of especially Master's and doctoral programmes in M&E*

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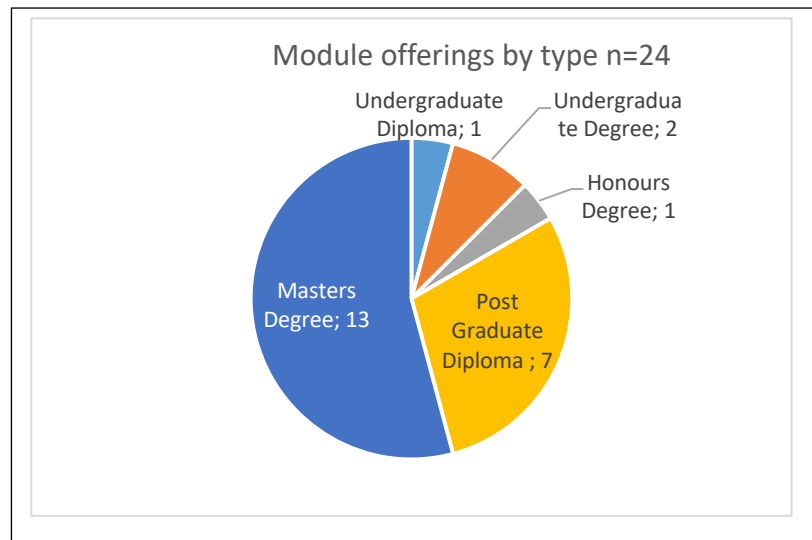
The evidence is clear that there is a strong and continuing demand for Masters and Doctoral programmes in M&E in South Africa. Both SU and UCT turn away many more students than they accept. The programme co-ordinators of these programmes identified the lack of research and specifically quantitative skills as a major challenge at all levels. As far as teaching and supervisory capacity, it is very clear that these are scarce skills and both universities struggle to find sufficient and appropriate supervisors to assist with supervision – especially at the Doctoral level.

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*Finding 4: Modules in M&E programmes: Twenty-four individual modules that form part of academic programmes have been identified*

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Our desktop review found that 24 modules are offered at 10 SA universities (see breakdown by level in figure on the right). Twenty one are at the post graduate level. We received completed forms for 13 whilst 11 did not submit documentation. Most of the modules are offered at Master’s Degree levels (13).




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*Finding 5: Challenges for those offering modules in M&E programme: The most common challenges listed by respondents relate to lack of sufficient funding for these courses, the need for bursaries for students to attend such courses and generally a lack of teaching capacity.*

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Respondents listed a number of challenges they face in offering modules in their programmes. A first challenge that was listed by many respondents is the lack of funding that prevents many people from subscribing to these courses. One respondent made specific reference to the fact that ‘training budgets in government are limited’ at the same time as it is recognized that training in M&E is a critical requirement. A second observation was that M&E is not necessarily prioritized as a separate discipline at most universities. As a result there is not sufficient recognition for it and current offerings remain insufficient. And finally, as in the case of academic programmes, a number of respondents mentioned the lack of teaching capacity in this area as a major challenge. One respondent urged universities to invest in more training in evaluative research and also for SAMEA to work more closely with the universities in this regard.

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*Finding 6: Short courses offerings: We found that a relatively large number of short courses in M&E are currently being offered at 9 SA universities which are housed in various faculties.*

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Twenty-two short course are offered by 9 SA universities. We received completed forms for 17 of the 22 programmes. NWU, 2 UP courses and 1 WITS course did not submit documentation. The UKZN short course team stated that they did not want to participate in the study. The 17 courses analysed above show the following target group patterns; 4 courses target public sectors, 7 courses (all at Stellenbosch University) are general evaluation courses, 4 courses target project and programme managers and 2 target health sectors.

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*Finding 7: Short courses challenges: The challenges of offering short courses relate to the specific demands of clients, the decline in government funds for attendance of such courses and wide range of entry-level competencies of participants.*

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We found that there is often a demand for in-house short courses but these are not necessarily seen as being cost-effective for the presenters. Linked to the fact that government funding for attendance of training courses in general is on the decline (which also affects negatively M&E training), the outlook for the future sustainability of such courses is decidedly negative. Various comments were also made about the fact that these courses typically attract delegates with very little prior knowledge and expertise in the field of M&E which makes it very difficult to offer coherent courses at the same level for all delegates.

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*Finding 8: General assessment. Our review of current academic offerings in the field of M&E has found (a) that there is a fairly decent spread of formal offerings at all post-graduate levels; (b) that these offerings are not evenly spread across all SA universities but are concentrated in a small ( 3- 5) number of universities; (c) that there is a general lack of teaching and supervisory capacity across all of these offerings; and (4) that it is clear that more funding and support would be required to strengthen and expand the existing supply. The demand for formal programmes remains high, although cost-cuts in government seems to be impacting negatively on the demand for short courses. We found no evidence that there is dedicated module or short courses in the field of educational evaluation.*

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## 2. Education evaluation programmes available in other countries

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*Finding 9: Our review has identified two key models of educational evaluation: one where an educational elective is offered in a programme that is primarily or exclusively concerned with evaluation and another where the entire programme, as a coherent and integrated whole, is offered for education stakeholders on educational evaluation. The integrated or dedicated model would then typically contain a mixture of educational modules and programme evaluation modules.*

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*Finding 10: In an interview with an expert in this field, Susan Tucker strongly spoke in support of the dedicated educational evaluation approach. Her argument is mainly based on the fact that the combination of standard evaluation contents together with education-relevant contents provides the best training for practitioners in the field, such as those working in education ministries and government departments.*

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*Finding 11: Concluding assessment: It is clear from the examples included in our review (the Melbourne case and the Brigham Young University case as well as the reference to the 'super' programme being developed at Claremont Graduate College, that a dedicated educational evaluation course does require a human resource rich environment. Such a programme draws on the knowledge, skills and experience of a large group of academics who are both expert in programme evaluation methodologies as well as educational content fields. This is clearly not the situation that we have in South Africa. It is, therefore, difficult to see how an initiative towards the dedicated educational evaluation programme model can succeed here – at least not in the short term.*

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### 3. Evaluation publications in South Africa

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*Finding 12: The field of educational evaluations is not an area of specialisation amongst South African scholars.*

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Over the period 2005 to 2016, SA academics produced 5 923 articles in the field of Educational sciences. Our study found only 183 articles that were classified as addressing educational interventions show how small an area of scholarship this is (only 3%). The majority of these papers were produced by academics at SA universities (82%) with the top research universities in the country dominating scientific production. The fact that the 183 articles that were analysed were produced by 360 individual authors is a clear indication that there are very few authors who specialize in this field. This is also borne out by the fact that only 7 authors produced 3 or more articles. The vast majority of papers were authored or co-authored by academics (including students) that only published a single paper in our database. In fields where scholars specialize in a specific field over time, one would expect that larger proportions of scholars would consistently publish in that field. Another indicator of the fact that 'educational evaluation' studies do not constitute an area of specialization is the fact that the 183 individual papers were published in 58 separate journals. There is some concentration of publication in 4 journals where more than 10 papers were published (*SA Journal of Higher Education*, the *African Evaluation Journal*, the *SA Journal of Education* and the *International Journal of Educational Sciences*). But at the other extreme, however, we found that 36 journals appear on the list with a single article. The papers in our dataset were clearly published in the widest array of disciplines and sub-disciplines - mostly in the broad field of educational research, but also in other disciplines (a significant proportion in health sciences journals). This again suggest that the 'domain' of 'educational evaluation' is not an area of specialised scholarship for the majority of the authors of the listed papers. Scholars who specialise in a specific field would typically strive to publish in the dedicated specialist journals (in this case the top Evaluation journals) in their field.

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*Finding 13: The scholarship on educational evaluation studies is predominantly produced by women academics*

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The demographic disaggregation shows that female academics dominate scientific publications in this domain, viz. 58% of all educational evaluations of school interventions. This distribution is commensurate to the gender distribution of all education papers in the country where women academics published 54% of all papers between 2005 and 2016.

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*Finding 14: Citation analysis of the 73 papers on school interventions recorded acceptable levels of visibility.*

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The citation analysis of the 73 papers in the field of school intervention studies produced fairly predictable results. The annual average citation rate (4,2 citations) is indicative of the fact that these papers enjoyed relative good levels of visibility. Twelve papers recorded citations higher than this average. The two highest cited papers (*Implementation of life orientation programmes in the new curriculum in South African schools: perceptions of principals and life orientation teachers; The impact of teachers' limited English proficiency on English second language learners in South African schools*) generated very substantial citations.

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*Finding 15: Scholars do not typically publish the results of educational evaluations as book chapters nor do they typically disseminate the result of educational evaluation studies at academic conferences.*

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The fact that only 9 few books (monographs or edited collections) were identified through our analysis, shows that this is not a preferred publication outlet for studies of this nature. It is also clear that the chapters appeared in books across a wide array of disciplines and not exclusively in the field of education. A total of 18 papers were identified as presentations at conferences. These conferences range across many disciplinary fields: education, engineering education, e-skills, mathematics education, accounting and higher education. If we were to apply a strict definition of studies reporting on educational evaluations in schools (with a focus on languages, mathematics and science), we are left with 5 studies only.

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*Finding 16: We have found a small number of doctoral dissertations that focused on educational intervention studies. However, this corpus of work is not sufficiently substantive to conclude that there is a strong and specialised domain of scholarship in SA.*

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Our analysis of the production of doctoral dissertations with specific focus on educational intervention studies revealed that there were at least 29 such studies in SA over the past twelve years. Although this is not an insignificant number (compared to the number of dedicated peer-reviewed journal articles in the field), we also found that a small proportion of these (6) resulted in journal publications.

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*Finding 17: Concluding assessment: The field of educational evaluation is not an area of specialisation amongst South African scholars. Those who publish in this field are few in number. Those who supervise students in this field are equally small in number (and not necessarily the same as the previous group). It is more often the case that scholars in the general field of educational research occasionally would supervise students who have an interest in evaluating a specific educational intervention.*

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## 4. The capacity and needs of black evaluators

Analysing the capacity and needs of black evaluators necessitated two lines of inquiry at the levels of: evaluation agency (organisational); and evaluator (individual). On this basis, six semi-structured interviews were conducted with evaluation agencies which provide some form of internship or mentorship training. Of the six, only four had formal internship programmes in place, one had not formalised its offering and another took interns on an ad-hoc basis. The internship offerings were variable in the extent to which they focused on evaluation. To better understand the needs of black evaluators, five evaluation consultants willing to share their experiences were identified and interviewed from a list of evaluation agencies. Five of the thirteen contacted organisations indicated they did not have any black South African staff undertaking evaluations.



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*Finding 18: There is scope to strengthen organisational level support for recruiting and developing black evaluators*

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The analysis revealed that there remains scope to strengthen both the organisational and individual level support that is currently provided to black evaluators. At an individual level, the study identified key success factors and enablers for black evaluators including but not limited to: university degree qualification and work experience; personal traits such as self-drive, being a team player and determination; access to personal and professional networks; and mentorship models. Another key enabling factor was financial support (especially from family) as a crucial enabler during the early stages of one's career.

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*Finding 19: Affirmative action policies are not being adequately realised among black evaluators in practice*

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The study found that the intentions of affirmative action policies amongst the respondent evaluation agencies and black evaluators are not being adequately realised in practice. The experience of black evaluators who participated mirrors similar experiences of other previously disadvantaged professionals in the country in that the increased access to opportunities does not always translate to actual support for skills development and appreciation of diversity in the workplace. Key barriers identified include: limited access to information about M&E courses; lack of funding for skills development; the demanding and strenuous nature of the evaluation field; and inadequate support provided to black evaluators by the government, higher education institutions and the private sector.

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*Finding 20: Evaluation service providers are interested in developing or expanding existing internship and mentorship programmes; but resourcing remains a key constraint*

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At an organisational level, a number of service providers have established internship and mentorship programmes that are aimed at improving skills development for young people. These organisations were however found to have different recruitment considerations. Key challenges identified by service providers include finding the balance between providing a worthwhile learning experience for interns that does not come at the expense of maintaining quality project delivery. Evaluation service providers are interested in developing or expanding existing internship and mentorship programmes; however,

another key barrier to doing so is funding constraints and the nature of the project delivery. The realities of the market leave limited room for the close supervision required to upskill a new entrant into the field.

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*Finding 21: Our study suggests that there are multiple entry points for the Zenex Foundation to build the M&E capacity of organisations and individuals*

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The findings suggest multiple intervention entry points for the ZENEX Foundation, and other evaluation stakeholders, to build the M&E capacity of organisations and individuals. Firstly, by ensuring the design of evaluation projects removes barriers to the effective incorporation of junior staff. Secondly, by making explicit the requirement for evaluations to include a proportion of projects hours allocated to previously disadvantaged individuals on the project team. Lastly, to address the current funding gaps for M&E skills development.

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## 5. Donor approaches and needs in undertaking evaluations.

Focus area 5 seeks to strengthen the enabling environment for evaluations through an analysis of donor approaches and needs. The research entailed an electronic survey of donor organisations followed by semi-structured interview of representatives from donor organisations. An electronic survey was developed. In total, 39 donor organisations of the 807 possible respondents participated in the survey (4.8%) and ten donor representatives were subsequently interviewed.

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*Finding 22: All donor organisations expressed a strong demand for M&E and increasingly for evaluation specifically*

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The findings revealed that all the donor organisations expressed a strong demand for M&E, and increasingly for evaluations specifically. However, most donors' evaluation practices are still nascent. Donors have been prompted to introduce M&E components and practices due to the oversight of funding decision-makers and questions related to the effectiveness of their interventions. Beyond oversight and demand for intervention improvement, some donors made reference to professional associations and conferences that had informed their exposure to M&E.

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*Finding 23: Donors engage in a wide array of M&E approaches*

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While several organisations are aware of basic M&E theory and good practices, they interpret and adopt these in a way that suits their organisation's needs and context. The experiences spanned the spectrum between those with well-established approaches to continuous monitoring and periodic strategic evaluations, to others whom described steps taken in recent years towards establishing foundational M&E frameworks. Donor organisations acknowledged they were not fully aware of the M&E approaches, tools and platforms available within their respective areas of work. Most of the organisations however indicated that they have been strengthening their M&E capacities by putting more mechanisms in place, and in some instances introducing a formal place for evaluation in their operational cycles.

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*Finding 24: Donors operate at different levels of 'maturity' as far as evaluation practice is concerned*

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Donor organisations gave indications of various levels of "maturity" when it comes to evaluation practice specifically, informed by their distinct organisational needs. This did not mean growing standardisation, as maturity varied in terms of unique approaches underpinned by enhanced evaluative thinking. In terms of internal M&E capacity and experience, organisations appeared to have had a relatively low base, even amongst those commissioning evaluations. Financial resources were a considerable constraint internally, but especially in relation to the commissioning of evaluations. Most of the donor respondents did not report ring-fencing funds for evaluations. A challenge with "evaluator supply" was also noted, either in terms of the limited number of service providers available or in their capacity and expertise. In addition, although the survey suggests most donor organisations require staff to execute M&E related responsibilities, interview findings indicate most donor organisations have limited M&E expertise in fulfilling those responsibilities. Therefore, there is a significant need among donor organisations for upskilling, guidance around the development of M&E frameworks and mechanisms, and long-term support relationships.

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*Finding 25: There is no apparent convergence in M&E practices across donor organisations*

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The analysis revealed no apparent trend towards convergence in M&E practices across donor organisations. Organisations undertake M&E across a wide spectrum of dynamic, evaluative engagements to more established and formalised systems. Most organisations have an appetite to improve their M&E practice, and it appears that gradual growth in M&E maturity will continue, albeit very unevenly. However, almost all respondents cited human and financial resources as key constraints which will constrain this growth and the quality of evaluations especially. The study found a tension and key trade-off between expending human and financial resources on M&E versus spending it on the “work” of the intervention. In the context of more austere financial environments, this appears to translate towards internalising evaluative capacity and reserving external evaluation to specific strategic junctures.

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# Section 1: Analysis of current delivery of monitoring and evaluation programme offerings at South African Universities

## 1.1 The context

Phillips (2018:14) in his recent report on the supply and demand of evaluators in South Africa (SA) makes the following point about supply:

*Documentation (e.g. SAMEA, 2015) and an internet search indicates that there has been a rapid increase in the number of M&E courses provided by public and private tertiary education and training institutions in South Africa. This appears to have been a supply-side response to the increasing focus on M&E by government since 1994 as well as the general increase in interest in M&E internationally.*

Phillips then goes onto list a number of universities who have undergraduate and postgraduate M&E offerings:

*Short courses on M&E and **M&E modules in under-graduate** courses are now being offered **by most universities in South Africa**, including the University of Johannesburg, the University of the Witwatersrand, the University of Stellenbosch, the University of Cape Town (UCT), the University of KwaZulu-Natal, UNISA, the University of Pretoria, and the University of Fort Hare. Such courses are also offered by a range of private colleges and non-governmental organisations. **Wits and Stellenbosch** also offer post-graduate diplomas in M&E, and Wits, Stellenbosch and UCT also offer Masters programmes in M&E. However, to date only one university (UCT) is offering a master's degree in Evaluation (as opposed to M&E).*

While it is certainly accurate that there has been a rapid increase in the development of M&E courses in South Africa, what is unfortunately inaccurate in the above statement is the description of academic offerings in South Africa. Phillips is not alone in his lack of a detailed understanding of which universities are offering what courses currently in SA and this section of the study aims to contribute to a much-needed understanding of current **post-graduate academic offerings in M&E**.

## 1.2 The brief

As indicated in our proposal to ZENEX, we interpreted this part of the brief to include South African Higher Education Institutions who offer M&E training through three formats:

- 4) an M & E **programme** (the definition of this offering is currently more than 3 M&E specific modules in an offering)
- 5) an M & E **module** (within a broader programme);
- 6) an M & E **short course** (a stand-alone course i.e. not always attached to an M&E programme)

The aim of this section of the study is to provide a detailed profile of current academic offerings as well as a staff profile for each offering. The methodology followed for this component of the study is discussed in detail in Appendix 1.

## 1.3 M&E Academic Offerings: an overview

Table 1 below shows that although the research team identified 45 offerings initially, 55 offerings were confirmed through telephonic interviews and 37 offerings responded to the research. The most popular format of M&E offerings currently in SA are modules in broader courses.

*Table 1: Number of academic offerings in M&E in SA*

Offerings	Initially Identified Offerings	Confirmed Offerings	Completed forms	Level
Programmes	9	9	7	(6 PG + 1 UG)
Modules	22	24	13	(12 PG + 1 UG)
Short Courses	14	22	17	( 14 PG + 3 below NQF 7)
Total	45	55	37	<b>32 (PG) and 5 (UG)</b>

The academic offerings are distributed across 13 of the 26 South African universities, with Stellenbosch University and the University of Pretoria contributing the highest number of offerings. This is mainly due the number of short courses on offer at these institutions.

Table 2: Universities offering M&E courses (incl.UG)

Universities	Initially Identified	Confirmed Offerings	Completed forms
1. Stellenbosch University (SU)	11	<b>18</b>	18
2. University of Pretoria (UP)	8	<b>10</b>	1
3. University of Cape Town (UCT)	5	<b>5</b>	5
4. University of the Witwatersrand WITS	4	<b>4</b>	2
5. Nelson Mandela University (NMU) <sup>1</sup>	4	<b>5</b>	4
6. University of Western Cape (UWC)	3	<b>3</b>	2
7. University of KwaZulu-Natal UKZN)	2	<b>2</b>	1
8. University of Fort Hare (UF)	2	<b>2</b>	0
9. University of Free State (UFS)	2	<b>2</b>	1
10. Durban University of Technology (DUT)	1	<b>1</b>	1
11. University of Zululand (UNIZULU)	1	<b>1</b>	1
12. Rhodes University (RU)	1	<b>1</b>	1
13. North West University (NWU)	1	<b>1</b>	0
14. University of Limpopo (UL) <sup>2</sup>	<b>1</b>	<b>0</b>	0
Total	45	<b>55</b>	37

The distribution of the M&E offerings by faculty in Table 3, shows that most of the confirmed modules are offered in Health Sciences followed closely by Humanities and Economic and Management Sciences.

Table 3: Distribution of offerings by faculty

Faculty	Initially Identified	Confirmed Offerings	Completed forms
Agricultural Sciences	1	<b>1</b>	1
Economic and Management Sciences	18	<b>15</b>	9
Health Sciences	15	<b>20</b>	11
Humanities	9	<b>18</b>	16
Law	1	<b>0</b>	0
Not confirmed	1	<b>1</b>	0
Total	45	<b>55</b>	37

We now move to discussion of each of the three formats of M&E offering in turn.

<sup>1</sup> NMU, UF, UFS and DUT have undergraduate offerings

<sup>2</sup> The University of Limpopo no longer presents the course advertised on their webpage.

## 1.4 PROGRAMMES

An academic programme is a coherent academic offering that is designed to achieve specific learning outcomes at one of the NQF-qualification levels. There are three academic offerings at each post-graduate level: Doctoral programmes (NQF Level 10), Masters programmes (NQF Level 9) and Honours or (NQF Level 8). Post Graduate Diplomas are regarded as Honours Degrees and are therefore on NQF Level 8 as well. We discuss each of these offerings in turn.

### Programmes by Departments (n=6 of 8)

Table 4: Programmes by departments

University	Programme	Department
SU	Postgraduate Diploma in Monitoring and Evaluation	Centre for Research on Evaluation, Science and Technology
UFH	Postgraduate Diploma in Public Sector Monitoring & Evaluation Methods	
WITS	Postgraduate Diploma in the Field of Public and Development Sector Monitoring and Evaluation	Wits School of Governance
SU	MPhil Monitoring and Evaluation Methods	Centre for Research on Evaluation, Science and Technology
UCT	Master's in Programme Evaluation	Section of Organisational Psychology
WITS	Master in Management In The Field Of Public And Development Sector Monitoring and Evaluation	Wits School of Governance

University	Programme	Department
SU	PHD in Evaluation Studies	Centre For Research On Evaluation, Science And Technology
UCT	Doctorate in Programme Evaluation	Section of Organisational Psychology

The tables above shows that 8 post graduate programmes are offered in 4 HEIs in SA. We received completed forms for 6 of the 8 programmes. The UFH (Post Graduate Diploma) and WITS (Masters) did not submit documentation (the Masters at WITS is being redesigned currently and so no documentation is available).

NMU completed a form for an Advanced Diploma in Business Studies (with Specialization In Monitoring and Evaluation) which is offered in the Business and Economic Sciences Department. This is an undergraduate course and so will not be discussed here in detail but their completed survey form is included in the Appendices for future research.



There are a range of disciplinary homes for evaluation programmes (from Governance to Organisational Psychology) but what is interesting to note is that none of the offerings are based in Education whilst Lavelle’s recent study on academic evaluation offerings in the USA found that

*The majority of programs were offered through departments of education (n=79, 52.3%), educational psychology (n=27, 17.9%), psychology (n=14, 9.3%), public policy (n=12, 7.9%), public health (n=4, 2.6%), sociology (n=3, 2%), social work (n=2, 1.3%), and business (n=1, 0.7). (Lavelle 2014:79)*

Whilst the SU course offerings were originally attached to the Department of Sociology, these courses are now offered in a unit which specializes in M&E and Science and Technology.

We now discuss each of the three formats in turn.

### 1.4.1 POST GRADUATE DIPLOMAS (2 OUT OF 3)

Table 5: Post Graduate Diploma programmes

University	Programme
SU	Postgraduate Diploma in Monitoring and Evaluation
UFH	Postgraduate Diploma in Public Sector Monitoring & Evaluation Methods
WITS	Postgraduate Diploma in the Field of Public and Development Sector Monitoring and Evaluation

The table above shows Post Graduate Diplomas (PGDs) are offered at three HEIs in SA. We received completed forms for 2 of the 3 programmes. What follows is a closer examination of the 2 PGDs.

### ADMISSION REQUIREMENTS

Table 6: Post Graduate Diplomas admission requirements

University	Bachelors’ Degree average above 65%	Relevant work experience
SU	X	
WITS	X	X

The table above shows the requirements for the admission for Post Graduate Diploma offerings. Whilst WITS considers relevant work experience, SU does not but both universities require a Bachelor’s Degree with an average above 65%.

## COURSE PROFILES

### COURSE STRUCTURE

Table 7: Post Graduate Diplomas course structures

University	Programme	Structure of course
<b>SU</b>	Postgraduate Diploma in Monitoring and Evaluation	6 modules + evaluation report
<b>WITS</b>	Postgraduate Diploma in the Field of Public and Development Sector Monitoring and Evaluation	6 modules + 2 practical modules

The table above shows the Post Graduate Diploma course profiles. The PGD at WITS contains one more component (8) than SU (7). Whilst SU requires an evaluation report in addition to modules, WITS requires two practical modules (unspecified). The 6 SU PGD modules are either research methodology or evaluation modules. There are no sector specific modules.

The WITS course has three modules which are public sector focused, whilst the other five are monitoring and evaluation focused.

### LIST OF MODULES

While it is difficult to compare the actual content of these two courses in terms of their actual monitoring and evaluation content, what is obvious is that the WITS course has content linked to a particular sector, whilst the SU content is not. There may be an overlap in content in the modules as well (e.g. SU does not have a module called “Evaluation” but covers evaluation issues throughout the course. The WITS course has a greater focus on monitoring which is related to their particular target group.

## MODULES

Table 8: Post Graduate Diploma modules

Title of Module	SU	WITS
Monitoring Tools and Techniques	X	X
Evaluation Tools and Techniques	X	X
Principles and Paradigms of Evaluation Studies	X	0
Clarificatory Evaluation	X	0
Process Evaluation and Programme Monitoring	X	0
Data Collection Methods for Evaluation Research	X	0
Qualitative Analysis Methods for Evaluation Studies	X	0
Quantitative data analysis methods for Evaluation Studies	X	0
Evaluation Report	X	0
Governance, Leadership and Public Value	0	X
Development	0	X
Analytical Methods	0	X
Public Finance	0	X
Monitoring Systems	0	X
Evaluation	0	X
M&E Practice	0	X

The orientation programme of the SU is not included in the comparison of modules, but includes an overview of the SA evaluation landscape; using ATLAS.ti for reading literature; an introduction to EXCEL for evaluation analysis and an overview of the SunLearn learning platform which students use when not on campus.

## STAFF PROFILE AND STUDENT ENROLMENT

Table 9: Post Graduate Diplomas staff profiles and student enrolments

University	SU	WITS
Number of lecturers	3	Not provided
Number of Males	1	2
Number of Females	2	Not provided
Highest Qualification	2PhDs, 1MA	Not provided
Nationality	3 x RSA	Not provided
Full time/Part time	2FT, 1PT	2FT
2018 Student enrolment	39	180

### SU

Six modules are delivered by 3 lecturers (2 females and one male) for 39 students. Five of the seven modules are lectured by one lecturer who has a PhD qualification, whilst the other 2 have a PhD and a Master's qualification. All 3 lecturers are South Africans. Six of the modules are lectured by full time staff and 1 module by a part time staff member.

## WITS

The profile for the staff lecturing these modules could not be determined because no details were provided for some of the modules. However, it was determined that 2 of the modules are lectured by 2 full time male lecturers with Masters qualifications. It was also determined that there are 180 enrolled students (2018).

## CHALLENGES

Table 10: Post Graduate Diplomas challenges

SU	WITS
<ol style="list-style-type: none"><li>1. Varied research methodology competency of students</li><li>2. Selection of content to be covered (most students do not come back to do Masters)</li><li>3. Poor qualitative and quantitative data analysis skills in particular</li></ol>	<ol style="list-style-type: none"><li>1. Time constraints, considering that much of the M&amp;E related teaching needs to span from introductory to PG level content.</li></ol>

## NATURE OF SUPPORT REQUIRED

Table 11: Post Graduate Diplomas Nature of support required

SU	WITS
<ol style="list-style-type: none"><li>1. Additional staff (qualified)</li><li>2. Development of a research methodology course (could be online and shared amongst M&amp;E HEI offerings)</li></ol>	<ol style="list-style-type: none"><li>1. Experiential learning opportunities, incl. case studies Mentorship Opportunities for students</li></ol>

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## 1.4.2 MASTERS DEGREES (2 OUT OF 2)

Table 12: Masters Degrees programmes

University	Programme
SU	MPhil Monitoring and Evaluation
UCT	Master's in Programme Evaluation

The table above shows Masters Degrees are offered at two HEIs in SA. We received completed forms for both programmes.

### ADMISSION REQUIREMENTS

Table 13: Masters Degrees admission requirements

Requirements	SU	UCT
Bachelor's Degree average above 65%		X
Honours degree average above 65%	X	X
Postgraduate Diploma (Monitoring and Evaluation Methods) average above 65%	X	
Quantitative research methods/statistics in honours degree		X

The above table indicates that, both programmes require post graduate qualifications with an average of 65% for final marks. Additionally, UCT requires an honours or four year degree with a "component of quantitative research methods/ statistics". Whilst SU additionally allows PGD MEM graduates with an average of 65% to apply for the Masters course. All SU Masters applicants need to complete an assessment due to the limited places in the Master's degree.

### COURSE PROFILES

### COURSE STRUCTURE

Table 14: Masters Degrees course structures

University	Programme	Structure
SU	MPhil Monitoring and Evaluation Methods	8 modules + Research report/ Evaluation report
UCT	Master's in Programme Evaluation	5 modules + Research report

The table above shows the Master’s Degree offerings modules. UCT’s Masters contains five modules, whilst SU has eight modules. Both universities additionally require evaluation reports, whilst Stellenbosch University offers an option of the research report (to those who have done the PGD).

## LIST OF MODULES

While it is difficult to compare the actual content of these two courses in terms of their actual monitoring and evaluation content, what is obvious is that the SU course has content linked to two sectors, whilst the UCT content is not sector specific.

*Table 15: Masters Degrees modules*

Module	SU	UCT
Data Collection and Data Management for Evaluation	1	0
Evaluation Theory	1	0
Indicators and Measurement for Evaluation	1	0
Impact Evaluation Design	1	1
Qualitative Analysis for Evaluation Data	1	0
Statistics for Evaluation	1	1
Evaluation of Public Health Interventions (Elective)	1	0
Evaluation in the Public Sector (Elective)	1	0
Advanced approaches for complex evaluations	0	1
The Managing of a Monitoring and Evaluation Portfolio	1	0
Monitoring	0	1
Evaluation/Research Report	1	1
Principles of programme evaluation	0	1

The evaluation/research report is not a taught module but has been included here as it is part of the structure of the course and so is shown in blue.

## STAFF PROFILE AND STUDENT ENROLMENT

It must be note throughout this section that we did not ask for racial profiles, as even asking nationality resulted in a push back from respondents. Whilst race is certainly an important discussion point, as the next generation of evaluation academics move in, this will probably have to be addressed at one of the face-to-face engagements with university teams.

Table 16: Masters Degrees staff profiles and student enrolments

	<b>SU</b>	<b>UCT</b>
Number of modules	8	7
Number of Lecturers	5	5
Number of Males	1	0
Number of Females	5	5
Highest Qualification	2 x PhD, 3 x MPhil	4 x PhD, 1 x MPhil
Nationality	4 x RSA, 1 x non-RSA	3 x RSA, 2 x non-RSA
Full time/Part time	4FT, 1 PT	5FT
2018 Student enrolment	21	11

### **SU**

The profile for the staff lecturing this programme for 21 enrolled students is that most of the lecturers (4 out of 5) are females, and (4 out of 5) are South African citizens. Most of the lecturers (4 out of 5) are full time employees, with 2 lecturers having PhD qualifications. Furthermore, 4 of the 10 modules are lectured by the same lecturer.

### **UCT**

The profile for the staff lecturing this programme for the 11 enrolled students is that they are all females with the 3 out of 5 being South African. All the lecturers are full time employees. Most of the lecturers have PhD qualifications. Also, most of the modules (4 of the 6 modules) are lectured by the same lecturer, whilst 3 of the 6 modules are lectured by 2 other lecturers.

## CHALLENGES

The table below shows the challenges listed by the course coordinators at the universities involved in M&E offerings.

Table 17: Masters Degrees challenges

SU	UCT
<p>a) Even though we carry out an assessment to take the most appropriate students (a strategy which we carry out only due to limited capacity) – we still have an intake of students who have limited research methodology skills. We add on to our SPSS module by making students do small tasks throughout the year before the module, but still what is possible in the time given is limited.</p> <p>b) Capacity, capacity, capacity – for supervision and teaching. We have around 200 students applying for the 25 places.</p>	<p><b>Coursework:</b></p> <p>a) Diverse background of students – some are more behind than others on quant methods and research design.</p> <p>b) Emphasis of the course on quant methods challenging for some students. No option to repeat modules and if students fail “Statistics for Evaluation” they will be academically excluded. Some very strong students academically don’t make the selection cut-off due to no quant methods at honours level.</p> <p>c) Finding UCT-based lecturers for coursework at masters level. Programme evaluation is a scarce skill, and we cannot afford to hire more than 1 in-house evaluation specialist staff member for one MPhil programme.</p> <p>d) Selection of students into the programme – 65% cut off means different things given different institutions and degrees.</p> <p>e) Marketing of degree – who to target as feeder “disciplines”</p> <p><b>Dissertation:</b></p> <p>Supervision burden – students required to evaluate an NGO / gvt programme – places constraints on students and supervisors. 90-credit dissertation hard to find external examiners for (not many academics have training in programme evaluation). This is a major constraint.</p> <p>Evaluation format often different to a research dissertation. Some examiners don’t know what to “do” with an evaluation dissertation.</p> <p>Our ability to grow as a programme is limited by supervision capacity (we can’t manage more than 12 students due to supervision capacity issues).</p>



## NATURE OF SUPPORT REQUIRED

The table below shows the support required by the course coordinators at the universities involved in M&E offerings.

*Table 18: Masters Degrees nature of support required*

SU	UCT
<ul style="list-style-type: none"> <li>a) A research methodology course that focuses on the key requirements for our M&amp;E course.</li> <li>b) Additional supervision capacity</li> <li>c) Another lecturing post</li> <li>d) Funding for development of on-line materials for dealing with weak areas e.g. quantitative and qualitative data analysis, indicators and impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>a) Co-supervision our outsourced models are needed if the programme is to grow without compromising quality, and external examination of the dissertation requires support. Currently supervision is very under-funded (I think UCT pays about R20 000 for 50 hours supervision). This rate, of around R400/hour, is usually not enough to “tempt” academics or professionals of the calibre and level of experience and dedication we require. A co-supervision model should not also put a burden on the convenor (who would have to find, recruit and potentially then also manage co-supervisors or external supervisors).</li> <li>b) Scholarship and funding programmes are always needed</li> <li>c) Marketing support to market the MPhil (beyond CT) would be useful.</li> </ul>

### 1.4.3 PhD (2 Out of 2)

The table below shows that PhDs are offered at 2 HEIs in SA. We received completed forms for both programmes.

Table 19: PhD programmes

University	Programme
SU	PHD in Evaluation Studies
UCT	Doctorate in Programme Evaluation

The following table indicates that, both PhDs require master's qualifications in evaluation. UCT requires students to have a master's degrees in programme evaluation or monitoring and evaluation or a degree with a programme evaluation or monitoring and evaluation label and with a 'component in quantitative research methods at HEQF level 9'. In practice, SU is admitting only students from its own Masters' course due to capacity restraints.

### ADMISSION REQUIREMENTS

Table 20: PhDs admission requirements

Requirements	SU	UCT
Masters' degree in programme evaluation with an average mark of 65%	X	X
Master's degree in programme evaluation with a component in quantitative research methods		X

The table below shows the profile of staff involved in supervising PhDs.

## STAFF PROFILE AND STUDENT ENROLMENT

Table 21: PhDs staff profiles and student enrolments

	SU	UCT
Number of Supervisors	1	2
Number of Females	1	2
Highest Qualification	PhD	PhD
Nationality	1 x RSA	2 x RSA
Full time/Part time	1FT	2FT
2018 Student enrolment		2

The profile for the staff supervising this programme is that all supervisors from both Universities are females. Whilst, Stellenbosch University has one full time supervisor, University of Cape Town has two full time supervisors.

## CHALLENGES

The table below shows the challenges listed by those involved in supervising PhDs.

Table 22: PhD programmes challenges

SU	UCT
<ul style="list-style-type: none"> <li>a) Limitation of supervisory capacity has forced SU to a strict admission criteria</li> <li>b) Potential candidates are required to write up a literature review in their area of interest as a way of application (approximately 30 pages)</li> </ul>	<ul style="list-style-type: none"> <li>a) Supervisory capacity.</li> <li>b) Admission criteria are hard to define. Some students might not have a Masters in Programme Evaluation but still be adequately prepared to take on a PhD – but we stick to our admission criteria to limit numbers.</li> </ul>

From the 2 PhD programmes that responded it can be determined that there is limited supervisory capacity due to limited funding and limited qualified Evaluation studies supervisors. This limits the intake of many applicants into the evaluation PhD programmes.

The table below shows the support required by those involved in supervising PhDs.

### NATURE OF SUPPORT REQUIRED

Table 23: PhD programmes nature of support required

SU	UCT
Need more senior faculty with capacity to supervise programme evaluation at the PhD level urgently	Need more senior UCT faculty with capacity to supervise programme evaluation at the PhD level

Both Stellenbosch University and University of Cape Town stated the need for more supervisors. It can be determined that the nature of support mainly needed by programmes that responded is for funding to recruit more supervisors, bursaries for their students and mentorship opportunities.

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## 1.5 MODULES

Modules are self-contained "units" of content or technique. They are designed to achieve specific learning outcomes and carry credits that contribute to NQF- qualification levels. The tertiary institution monitoring and evaluation modules researched on were found in Masters programmes (NQF Level 9), Honours and Post Graduate Diplomas (NQF Level 8), Bachelor's Degrees (NQF Level 7) and at National Diploma (NQF Level 6).

### MODULE LIST

Table 24: Module offerings list

University	Name of programme	Name of module	Level
1. DUT***	National Diploma: Public Administration	Monitoring and Evaluation 2	Undergraduate
2. UFH ***	Bachelor of Social Sciences in Human Settlement	Monitoring and Evaluation of Human Settlement Projects	Undergraduate
3. UFH ***	B Admin	Monitoring and evaluation in the public sector	Undergraduate
4. UNIZULU	Bachelor of Arts Honours in Development Studies	Project Monitoring and Evaluation	Honours
5. SU	Post Graduate Diploma in HIV and Aids Management	Research, monitoring and evaluating of HIV/AIDS programmes	PGD
6. UCT	Postgraduate Diploma in Health Economics	Economic Evaluation for Health Care Decision-Making	PGD
7. UCT	Postgraduate Diploma in Health Economics	Key Features of Economic Evaluation	PGD
8. UP	Post Graduate Diploma in Health Systems Management	Introduction to monitoring and evaluation for health managers	PGD
9. UP	Post Graduate Diploma in Health Systems Management Executive Leadership	Health informatics, monitoring and evaluation	PGD
10. UP	Post Graduate Diploma in Public Health	Introduction to monitoring and evaluation for health managers	PGD
11. UWC	Postgraduate Diploma in Public Health	Monitoring and Evaluation for Health Services Improvement	PGD
12. UWC	Master in Public Administration	Public Sector Planning, Monitoring and Evaluation	Masters
13. NMU	Master of Philosophy in Development Finance	Monitoring and Evaluation	Masters
14. SU	Master of Philosophy in Health Systems and Services Research	Economic Evaluation	Masters
15. SU	MSC In Clinical Epidemiology	Economic evaluation in health care	Masters
16. SU	Master of Philosophy in Health Systems and Services Research	Monitoring and Evaluation	Masters

University	Name of programme	Name of module	Level
17. SU	Programme: M (Public Administration)	Monitoring and Evaluation	Masters
18. UCT	Master's in Public Health (MPH) specialising in Health Economics	Theory & Application of Economic Evaluation in Health Care	Masters
19. UKZN	Masters in Health Promotion	Planning & Evaluation of HP Interventions	Masters
20. UP	M. Agric Rural Development	Measuring and monitoring food security	Masters
21. UP	MSC Epidemiology	Monitoring and evaluation	Masters
22. UP	Master's In Public Health	Economic evaluation of disease control intervention	Masters
23. UP	Master's In Public Health	Introduction to monitoring and evaluation for health managers	Masters
24. UP	Master's In Public Health	Monitoring and evaluation	Masters

We received no information for the modules shown in red. The table above shows that 24 programmes are offered in 10 HEIs in SA. We received completed forms for 13 whilst 11 did not submit documentation.

#### MODULE OFFERINGS BY TYPE

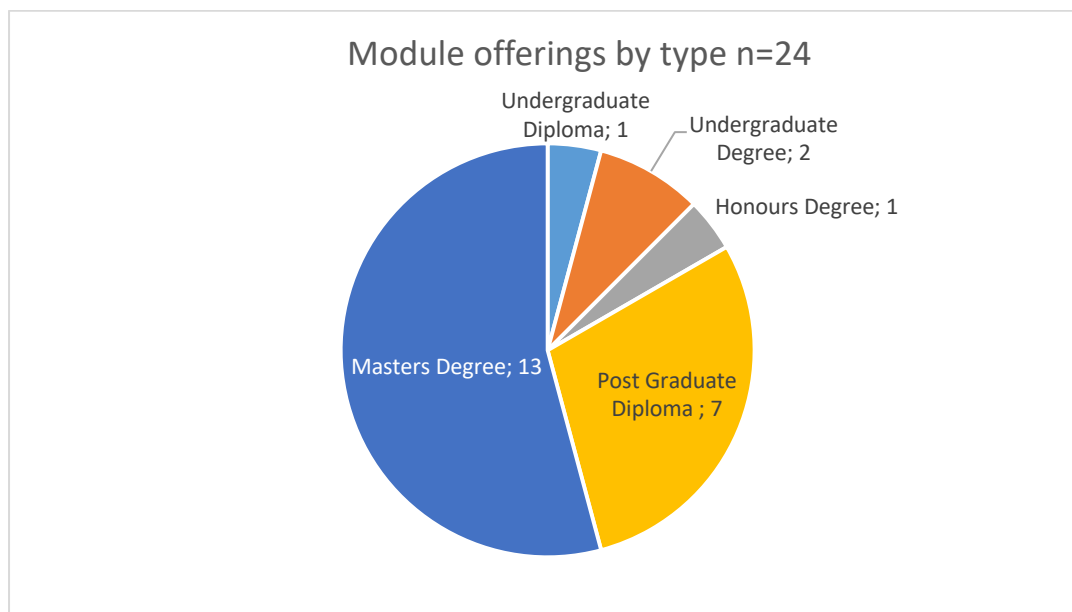


Figure 1: Module offerings by type

The chart above is for all confirmed offerings. Modules in M&E are offered at undergraduate diploma, undergraduate degree, honours degree, post graduate diploma and master’s degree levels. Most of the modules are offered at Master’s Degree levels (13).

## CHALLENGES

The table below shows the challenges raised by those involved in the delivery of modules in M&E.

*Table 25: Module offerings challenges*

University	Module	Challenges
Stellenbosch University	Research, monitoring and evaluating of HIV/AIDS programmes	The module ‘programme monitoring and evaluation’ of the Course “Research, monitoring, and evaluation of HIV/AIDS Programmes” of the PgDip (HIV/Aids Management) serves as a short, very basic introduction to the concepts of monitoring and evaluation, specifically in the HIV field. It is presented through a satellite broadcast session and online and evaluated through a short quiz format. Currently we are not experiencing training challenges. We are thinking of expanding this module at some point.
Stellenbosch University	Monitoring and Evaluation of Health programmes	Funding
University Kwa-Zulu Natal	Planning & Evaluation of HP Interventions	Human resources shortage
University of Cape Town	Key Features of Economic Evaluation	None
University of Cape Town	Economic Evaluation for Health Care Decision-Making	None
University of Cape Town	Theory and Application of Economic Evaluation in Health Care	None
University of Western Cape	Monitoring and Evaluation for Health Services Improvement	Since the module in distance learning and meant for people who are in employment, our students sometimes do not have enough time to engage very well with the module material, therefore it requires extra effort from the lecturers to motivate students in various ways to ensure they engage with the materials
University of Zululand	Project Monitoring and Evaluation	We as academics feel that M&E is not prioritised as a separate discipline and my understanding is that it is only Stellenbosch University that is offering short courses in M&E. Furthermore, trainings on M&E together with research are very insufficient and even at tertiary level no training on evaluation research.

The table overleaf shows the support required by those involved in the delivery of modules in M&E.

## NATURE OF SUPPORT REQUIRED

Table 26: Module offerings nature of support needed

University	Module	Support needed
SU	Research, monitoring and evaluating of HIV/AIDS programmes	Collaboration with CREST or individuals in the M&E field to serve as is possible consultants/guests/speakers/lecturers when presenting this module to students during satellite broadcasts is a possibility. Also to possibly assist with expansion at some point.
SU	Monitoring and Evaluation of Health programmes	This 5-day course is also offered as a short course to programme managers at Sub-district, District and Provincial levels. It will be appreciated if funding could be made available to those who cannot afford the course fees.
SU	Monitoring and Evaluation	Key challenge is targeting individual M&E officers in departments. In-house courses are seldom affordable for smaller groups, collaboration between departments in geographical areas can help to overcome this. Training budgets in government is limited, critical training needs are targeted with M&E as a nice to have.
UKZN	Planning & Evaluation of HP Interventions	Lack of funding
UCT	Key Features of Economic Evaluation	Student bursaries
UCT	Economic Evaluation for Health Care Decision-Making	Student bursaries
UCT	Theory and Application of Economic Evaluation in Health Care	Student bursaries
UP	Measuring and monitoring food security	N/A
UWC	Monitoring and Evaluation for Health Services Improvement	We have limited teaching staff and collaboration in this regard would be a benefit
UNIZULU	Project Monitoring and Evaluation	To provide more training on evaluative research amongst academics and postgraduate students To assist universities to have more modules or programmes on evaluation To encourage SAMEA to work closer with Universities



## 1.6 SHORT COURSES

There is a range of short courses offered at both undergraduate and postgraduate level. This report focus on only both courses offered at universities but of course, there are a number of courses offered by private providers and they are proliferating.

### ADMISSION REQUIREMENTS

Short courses by Departments (n=17 out of 22)

Table 27: Short courses by departments

University	Short Course	Department	Admission requirements
1. NMU	Advanced Monitoring and Evaluation for Project Managers	Business School	NQF level 5
2. NMU	Monitoring & Evaluation for Organisational Performance	Business School	NQF level 5
3. NMU	Monitoring and Evaluation for Project Managers	Business School	NQF level 4
4. RU	Certificate in Monitoring and Evaluation for Programme Managers	Psychology Department	NQF level 7
5. SU	Advanced Monitoring and Evaluation: Indicator Development	School of Public Leadership	NQF level 7
6. SU	An Introduction to ATLAS.ti v8 for qualitative data analysis	Centre for Research on Evaluation, Science and Technology	NQF level 7
7. SU	Data Visualization	Centre for Research on Evaluation, Science and Technology	NQF level 7
8. SU	Data analysis using EXCEL	Centre for Research on Evaluation, Science and Technology	NQF level 7
9. SU	Evaluation Design	Centre for Research on Evaluation, Science and Technology	NQF level 7
10. SU	Logic Modelling and Theories of Change	Centre for Research on Evaluation, Science and Technology	NQF level 7
11. SU	An introduction to Public Sector Evaluation in South Africa	Centre for Research on Evaluation, Science and Technology	NQF level 7
12. SU	Public Sector Monitoring and Evaluation	School of Public Leadership	NQF level 7
13. SU	Programme Evaluation	Department of Sociology and Social Anthropology	NQF level 7
14. SU	Economic Evaluation	Health Sciences	NQF level 7

15. UFS	Monitoring and Evaluation in the Public Sector	Public Administration and Management	NQF level 7 RPL
16. UWC	Monitoring and Evaluation of Health and Development Programmes	School of Public Health	NQF level 7 but not accredited
17. WITS	Public and Development Sectors Results-Based Management Systems	School of Governance	NQF level 7
18. UKZN	Monitoring, Evaluation and Research Skills		
19. UP	Programme in the Monitoring and Evaluation Of Health Programmes		
20. UP	Outcomes-Based Monitoring and Evaluation Implementation		
21. WITS	Monitoring and Evaluation and Surveillance In Health		
22. NWU	Short Learning Programme on Monitoring & Evaluation (M&E)		

The table above shows that 22 short course are offered in 9 HEIs in SA. We received completed forms for 17 of the 22 programmes. NWU, 2 UP courses and 1 WITS course did not submit documentation. UKZN short course stated that they did not want to participate in the study. We received no information for the modules shown in red.

#### Short courses by specialization area (n=17 out of 22)

##### Public Sector short courses (4 out of 17)

Table 28: Public sector short courses

University	Short Course
UFS	Monitoring and Evaluation in the Public Sector
WITS	Public and Development Sectors Results-Based Management Systems
SU	An introduction to Public Sector Evaluation in South Africa
SU	Public Sector Monitoring and Evaluation

##### Health Evaluation Courses (2 out of 17)

Table 29: Health evaluation short courses

University	Short Course
SU	Economic Evaluation
UWC	Monitoring and Evaluation of Health and Development Programmes

## Evaluation for Programme Management courses (4 out of 17)

Table 30: Programme management short courses

University	Short Course
NMU	Advanced Monitoring and Evaluation for Project Managers
NMU	Monitoring & Evaluation for Organisational Performance
NMU	Monitoring and Evaluation for Project Managers
RU	Certificate in Monitoring and Evaluation for Programme Managers

## General Evaluation courses (7 out of 17)

Table 31: General evaluation short courses

University	Short Course
SU	Advanced Monitoring and Evaluation: Indicator Development
SU	An Introduction to ATLAS.ti v8 for qualitative data analysis
SU	Data Visualization
SU	Data analysis using EXCEL
SU	Evaluation Design
SU	Logic Modelling and Theories of Change
SU	Programme Evaluation

The 17 courses analysed above show the following target group patterns; 4 courses target public sectors, 7 courses (all at Stellenbosch University) are general evaluation courses, 4 courses target project and programme managers and 2 target health sectors.

## STAFF PROFILE FOR SHORT COURSE OFFERINGS

### Public Sector short courses (4 out of 17)

Table 32: Public sector short courses staff profiles

	<b>SU</b> -Public Sector Monitoring and Evaluation	<b>SU</b> - An introduction to Public Sector Evaluation in South Africa	<b>WITS</b> -Public and Development Sectors Results-Based Management Systems
Number of Lecturers	2	1	2
Number of Males	2	1	2
Number of Females	1	0	0
Highest Qualification	2PhD, 1Hons	1 MPhil	1PhD, 1MA
Nationality	3RSA	Non RSA	Not supplied
Full time/Part time	2PT, 1FT	1PT	2FT

The table above shows that two of the public sector short course use 2 lecturers courses, most are male lecturers (4 out of 5) and most are RSA citizens (3 out of 4) . Furthermore, 3 of the 6 lecturers who supplied their details are full time employees whilst the other 3 are part time. UFS did not provide their staff profile.

### Health Evaluation Short Courses (2 out of 17)

Table 33: Health evaluation short courses staff profiles

Profile	<b>SU</b> -Economic Evaluation	<b>UWC</b> –M&E of Health and Development Programmes
Number of Lecturers	1	3
Number of Males	0	0
Number of Females	1	3
Highest Qualification	1PhD	2PhD, 1MPH
Nationality	1RSA	3 RSA
Full time/Part time	1FT	1PT, 2FT

The table above shows that whilst UWC has 3 lecturers for the health evaluation course, SU has one lecturer. All the lecturers are female and South African Citizens (4 out of 4). Most of the lecturers have PhD qualifications (3 out of 4) and most of the lecturers are full time University employees (3 out of 4).

Evaluation for Programme Management courses (4 out of 17)

Table 34: Evaluation for programme management short courses staff profiles

Profile	RU-Certificate in Monitoring and Evaluation for Programme Managers
Number of Lecturers	5
Number of Males	3
Number of Females	2
Highest Qualification	2 PhD, 3MAs
Nationality	3RSAs, 2 non RSA
Full time/Part time	3PT, 2FT

The table above shows that only 1 program manager short course (Rhodes University) supplied the details of the staff profiles. Most of the lecturers (3 out of 5) are male, most have masters qualifications (3 out of 5) and most of them are part time university employees (3 out of 5). NMU did not supply details.

General Evaluation courses (7 out of 17)

Table 35: General evaluation short courses staff profiles

Profile	SU Advanced Monitoring and Evaluation: Indicator Development	SU An Introduction to ATLAS.ti v8 for qualitative data analysis	SU Data Visualization	SU Data analysis using EXCEL	SU: Evaluation Design	SU Logic Modelling and Theories of Change	SU (Sociology) Programme Evaluation
Number of Lecturers	2	1	2	2	1	1	1
Number of Males	1	0	0	0	1	0	0
Number of Females	1	1	2	2	0	1	1
Highest Qualification	2PhD	1PhD	2 MPhils	2MAs	1PhD	1PhD	1PhD
Nationality	2RSA	1RSA	2RSA	2RSA	1RSA	1RSA	1RSA
Full time/Part time	1FT, 1PT	1FT	2PT	2PT	1FT	1FT	1PT

The table above shows that all general evaluation courses are offered at Stellenbosch University. Most of the lecturers teach the courses individually (4 out of 7), most are females (8 out of 10), most have PhDs (6 out of 10), half of the lecturers are full time employees (5 out of 10) and all the lecturers are South African citizens.

## CHALLENGES

The following table shows the challenges by those involved in the presentation of short courses.

Table 36: Short courses challenges

Course	Challenge
SU -Public Sector Monitoring and Evaluation	Geographic location- 'Key challenge is targeting individual M&E officers in departments. In-house courses are seldom affordable for smaller groups, collaboration between departments in geographical areas can help to overcome this' Funding – 'Training budgets in government is limited, critical training needs are targeted with M&E as a nice to have.'
UFS- Monitoring and Evaluation in the Public Sector	Training level inconsistency -'The inconsistency with which the training is provided through the short learning programme route although the lecturer remains up to speed with developments, because the theme is also presented as part of our undergraduate offering.'
SU- An introduction to Public Sector Evaluation in South Africa	Varying levels of trainees –'Not all the delegates work in the same environment and difficult to relate'
WITS -Public and Development Sectors Results-Based Management Systems	Varying levels of capacity
SU-Economic Evaluation	Participants lack of prior training and skills – 'Teaching economics to health workers with no prior knowledge and experience' Limited time - limited time for information taught Limited capacity- extra help in Teaching
UWC -Monitoring and Evaluation of Health and Development Programmes	Varying levels of trainees –'Training a diverse group of participants with different roles in their organisations makes it challenging to structure education session that will respond to participants needs. ' Participants lack of prior training and skills- 'Participants' lack of research skills sometimes makes for them to understand evaluation as a form of research that should be conducted in a systematic manner'
RU Certificate in Monitoring and Evaluation for Programme Managers	Geographic location and time constraints-'Geographical location, time'
SU Advanced Monitoring and Evaluation: Indicator Development	Wide range of skills
SU An Introduction to ATLAS.ti v8 for qualitative data analysis	Access to software after the course
SU Data Visualization	Participants lack of prior training and skills-'Not everyone was EXCEL Competent'
SU Data analysis using EXCEL	Limited time constraints- '3 Day training not enough'
SU: Evaluation Design	Participants lack of prior training and skills –'Very weak candidates attended the course'
SU Logic Modelling and Theories of Change	Numbers don't warrant short course offering

## NATURE OF SUPPORT NEEDED

The following table shows the support required by those involved in the presentation of short courses.

Table 37: Short courses nature of support needed

Course	Support
SU -Public Sector Monitoring and Evaluation	<i>Funding</i> – ‘Training budgets in government is limited, critical training needs are targeted with M&E as a nice to have.’
SU- An introduction to Public Sector Evaluation in South Africa	Take course on-line
WITS -Public and Development Sectors Results-Based Management Systems	<i>Mentorship opportunities for students-</i> ‘Experiential Learning opportunities, mentorship opportunities for students, Case Studies’
SU-Economic Evaluation	<i>Capacity building for lecturers-</i> ‘share teaching expertise, build capacity’
UWC -Monitoring and Evaluation of Health and Development Programmes	<i>Funding-</i> ‘Resources to support participants especially while collecting data could be helpful. Mentors while participants are in the field could help support them, as they will have someone to speak to more frequently’
RU Certificate in Monitoring and Evaluation for Programme Managers	<i>Geographic location and time constraints-</i> ‘Geographical location, time’
SU Advanced Monitoring and Evaluation: Indicator Development	Take course on-line
SU An Introduction to ATLAS.ti v8 for qualitative data analysis	Take course on-line
SU Data Visualization	Take course on-line
SU Data analysis using EXCEL	Take course on-line
SU Evaluation Design	Take course on-line
SU Logic Modelling and Theories of Change	Take course on-line

## Section 2: cursory review of education evaluation programmes available in other countries

### 2.1 The context

South Africa currently has no evaluation offerings in education programmes and no full education evaluation programmes. If interested stakeholders in the education sector were to embark on developing an education evaluation academic offering, it is important to be informed in terms of education evaluation offerings elsewhere. There are a range of education evaluation programmes (both electives and full programmes internationally. In Europe, for example the University of Applied Science and Arts in Switzerland has a Certificate of Advanced Studies in Educational Evaluation; at the University of Genoa there is a PhD in Evaluation Education Processes and Systems and at Maastricht there is a Master of Evidence-Based Policy and Evaluation. Education evaluation programmes have proliferated in the USA, where almost 53% of evaluation programmes are based in education faculties. Education evaluation is being taught internationally through four key modalities:

1. *Face-to-face* - The traditional classroom environment of an instructor and a group of students in the same location at the same time
2. *Online*- Learning that occurs in a virtual space where people interact with curriculum and/or peers and instructors via computer connection using the Internet
3. *Blended*- Learning events that combine aspects of online and face-to-face instruction. Examples include (a) intensive face-to-face sessions supported by online interactions and learning outside of those meetings and (b) “flipped” classroom scenarios, where the lecture material is delivered through online recordings, and face-to-face interactions focus on activities and exercises.
4. *Distance education*- Educational situations where the instructor and students are separated by time and/or location and including delivery via synchronous or asynchronous means of instruction (e.g. written correspondence, text, graphics, audio- and videotape, CD-ROM)

(Gullickson et al 2018)

Both the nature and the mode of potential education evaluation programmes are key considerations for ZENEX and the developers of the programmes.



## 2.2 The brief

This focus area required a desktop analysis of education evaluation course/modules/programmes offered in no more than three other countries. The purpose of this focus area was to describe course purposes, collect course outlines and indicate whether these evaluation courses/modules/programmes are located in faculties of education or whether they are in evaluation specific programmes.

## 2.3 M&E Academic Offerings in Education Departments

Lavelle (2014:79) examined the nature and location of evaluation education programmes<sup>3</sup> in the USA and indicated that the majority (53%) of evaluation programmes were housed in education faculties. Table 1 below lists the frequency of Course Titles in U.S. Departments of Education and Educational Psychology. Lavelle's original table contained comparisons with other departmental locations of evaluation programmes. What is interesting about Lavelle's analysis of education evaluation programme content, is the spread of content between evaluation (shaded in grey) and education (shaded in blue) specific content. The education specific content is less than the evaluation specific content and this probably assumes prior education knowledge of the participants in these postgraduate programmes. What does seem to be missing is a strong focus on analysis skills (both qualitative and quantitative) but this may be hidden in the applied experience component of the programmes.

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<sup>3</sup> Lavelle's theses was entitled, *An Examination of Evaluation Education Programs And Evaluator Skills Across The World*

Table 1: List of categorised content in education evaluation programmes based in education departments (modified from Lavelle p 70-71)

Focus area	Elements	Total
<b>Introduction to evaluation</b>	Program evaluation (7) Introduction to evaluation (5) Foundations of evaluation (2) Program evaluation 1 (1)	<b>15</b>
<b>Advanced evaluation</b>	Advanced program evaluation (1) Program evaluation 2 (1)	<b>2</b>
<b>Applied experience</b>	Internship or practicum (14) Procedures (1)	<b>15</b>
<b>Evaluation theory</b>	Evaluation theory (7) Evaluation models & techniques (1) Advanced evaluation theory (1)	<b>9</b>
<b>Methodology &amp; analysis in evaluation</b>	Instruments (2) Design (3) Cost-benefit analysis (3) Meta-evaluation (3)	<b>11</b>
<b>Evaluation applied to a specific context</b>	Evaluation in education (3) Educational programs (6) Personnel & faculty (4) Curriculum (1) Public programs (1) Public policy (1) Social programs (1) Classroom assessment (1) Policies, programs, & products (1) Program development & evaluation (4)	<b>23</b>
<b>Professional development</b>	Consulting skills for evaluators (2) Contemporary issues in evaluation (2)	<b>4</b>

A key decision for developers of an education evaluation programme is the weighting of the two areas of content and which particular evaluation knowledge and skills is required for education evaluation.

## 2.4 PROGRAMMES

What follows is a discussion of three international courses – two Masters and a PhD – that we analysed in more detail. Our internet search produced a very extensive list of Educational Evaluation courses. It is attached as Appendix 5 and shows the spread of education and evaluation specific content across 51 education evaluation programmes in the USA.

### 2.4.1 Masters Degrees

*Table 2: Internal M&E programmes with education evaluation components*

Country	University	Programme
USA	Duquesne University	Master of Science (M.S.Ed.) Degree in Program Evaluation
Australia	The University of Melbourne	Master of Evaluation

The table above shows 2 Masters Degrees offered at two universities – one in the USA and other in Australia. We now examine these courses in detail. One is in a Science department and the other is in a Centre for Program Evaluation.

## ADMISSION REQUIREMENTS

*Table 3: Masters' admission requirements (International)*

	Duquesne University	The University of Melbourne
Bachelors' Degree	X	X
A statement of purpose, which explains the relevance of evaluation to your current and future work or career aspirations	X	
Pre-application interview with Program Coordinators	X	
At least 50 credit points, or equivalent, of graduate study in a cognate area		X
At least two years of documented relevant work experience		X

The table lists the requirements for the admission for the degrees. Whilst Duquesne University requires a statement of purpose which explains the relevance of evaluation to current and future work and a pre-application interview, The University of Melbourne requires 50 credit points in graduate study and 2 years work experience. Both universities require a Bachelor’s Degree.

## COURSE STRUCTURE

Table 4: Structure of Masters Courses (Intl)

Country	University	Programme	Structure of course
USA	Duquesne University	Master of Science (M.S.Ed.) Degree in Program Evaluation	3 core course + 5 methods courses + 1 additional course + 3 practical courses
Australia	UNIMELB	Master of Evaluation	3 core subjects + 4 elective subjects+ 1 capstone subject

The table above shows the Masters Degrees course profiles. The Masters Degree at Duquesne University offers 9 courses whilst The University of Melbourne offers seven. In addition, Duquesne University offers 3 practical courses whilst The University of Melbourne offers a 1 capstone subject which leads to an evaluation report or journal article.

## MODULES

Table 5: Module list\_ Masters (Intl)

Title of Module	DUQUESNE	MELBOURNE
Program Planning and Evaluation	X	
Proposal and Grant Writing	X	
Business and Project Management	X	
Statistics I	X	
Instrument Design	X	
Statistics II	X	
Research Methods and Design	X	
Theoretical Foundations of Qualitative Research	X	X
Educational Measurement I	X	X
Statistics III	X	
Statistics IV	X	
Advanced Methods in Qualitative Research	X	X
Program Evaluation Practicum	X	
Program Evaluation Practicum	X	
Supervised Practicum in Program Evaluation	X	
Foundations of Evaluation		X
Applied Research Methodology	X	X
Practice of Evaluation		X
Evaluation Capstone		X
Developing Evaluation Capacity		X
Debates in Evaluation		X
Evaluation and Value for Money		X

Title of Module	DUQUESNE	MELBOURNE
Impact Evaluation		X
Quantitative Methods for Evaluation		X
Qualitative Methods for Evaluation	X	X
Mixed Methods Research and Evaluation		X
Evaluation in Education	X	X

While it is difficult to compare the content of these two courses in terms of their actual monitoring and evaluation content, it is clear that the both courses have research modules and course content linked to the education sector. Again, as with Lavelle’s content analysis, the evaluation components far outweigh the education. The course at Melbourne only has an elective in education evaluation, whilst Duquesne covers education measurement and education evaluation in its programme.

## 2.4.2 PhD

This section focuses on an educational evaluation PhD programme.

Table 38: PhD Programme (Intl)

Country	University	Programme
USA	Brigham Young University	Education Inquiry, measurement and evaluation PHD (EIME)

### ADMISSION REQUIREMENTS

The admission requirements for the PhD are in line with SA requirements but the research methods and statistical requirements are often not stated as a requirement here.

Table 7: PhD Admission requirements (Intl)

Requirements	
Master's degree	X
Successful completion of previous coursework in research methods, statistics, and other related courses	X
PhD applicants who have work experience in schools or other educational settings	X

## COURSE STRUCTURE

Table 8: Course Structure PhD (Intl)

University	Programme	Structure of course
<b>Brigham Young University</b>	Education Inquiry, measurement and evaluation PHD (EIME)	7 required courses+4 elective courses+ 3 content area specialty+ 3 Language+ 2 Literacy, and Communication + 2 Learning and Instruction+ 2 Social-emotional Development and Intervention+ 2 internships+ Dissertation

The table above shows that the BYU programme profile includes 25 courses and a dissertation. This is a structure which is intensive in taught modules as well as requiring a dissertation. The wide range of courses available to students is shown in the table below.

Table 9: PHD Course options

Psychological Foundations of Education	Design-Based Research in Education	History of Teaching and Teacher Education	Research in literacy	Research synthesis and conceptualization
Introduction to Qualitative Methods	Quasi-experimental Research Design and Analysis	Becoming a Student of Teaching	Content-area literacy instruction	Theories of learning and cognition
Quantitative Reasoning	Single-Subject Research Design	Classroom as Culture and Knowledge System	Literacy development and instruction	Principles of learning
Measurement Theory	Action Research	Teacher Learning and Development	Reading Comprehension Instruction	Contemporary theories of learning and teaching
Advanced Evaluation in Education	Data Analysis and Statistics	Mentoring and Supervision	Literacy assessments and interventions	Academic interventions for children with learning problems
Education Policy and Politics	Meta-analysis	Best Practices in Teacher Education	Neurofoundations of language, speech and hearing	Theories of learning and cognition
Project and Instructional Resource Management	Advanced Qualitative Analysis	Directed Individual Study	Early child language development and intervention	Foundations of instructional technology
Human Growth and Development	Advanced Statistical Methods	Internship in Educational Research	School-age language disorders	Instructional design
Directed Individual Study	Item Response Theory	Internship in Educational Measurement and Assessment	Language testing	Advanced instructional design
Education for Democracy	Public Program Evaluation	Internship in Educational Evaluation	Reading theory and pedagogy	Moral Dimensions in Education

Classroom as Culture and Knowledge System	Cost-Benefit Analysis	Internship in Educational Policy Analysis	Child and Adolescent Socialization	Behavior Assessment and Intervention
Directed Individual Study	History, Theories, and Research in Early Childhood Education	University Teaching Apprenticeship	Design and Analysis Consulting Apprenticeship	Helping Relationships
Problem Solving for Social and Emotional Interventions	Child Social/Emotional Assessment and Intervention			

The courses available to students include a fairly even spread of education (shaded in blue) and evaluation content (shaded in grey) and a few interpersonal and professional skills (shaded in green).

## 2.5 Concluding comments

It is clear from our discussion that dedicated programmes that focus on educational evaluation are being offered internationally. Our review has shown that this is specifically the case in the USA. It is certainly possible – at least in principle – to make the case for such dedicated, context-specific evaluation programmes. In an interview with Prof. Susan Tucker (from CCC) she expressed the view that such courses are desirable as they have the advantage of being context-sensitive. She do not believe that the many generic evaluation courses “do a good job”. She continues:

*So, I think, it's important to be contextually sensitive and I think the nuances of education just keep changing, the demands for partnerships make it harder and harder to do it, especially with the diverse players we have, no matter what country you're in....*

She does believe that this kind of specialisation is only possible at the post-graduate level on the assumption that the students have acquired the required undergraduate grounding.

In the same interview, she confirmed that the choice is really between these two models: a generic evaluation programme with some modules on educational evaluation or a dedicated educational evaluation programme. She is rather critical, however, of the former:

*I think evaluation electives at universities that do have education evaluation offerings, the majority of them are really superficial, they tend to be more generic. The one that's growing is the course at Claremont. It's becoming a super-huge program and if you want to get a doctorate in evaluation, you would then go there. Or to some of these other universities who have these specialty programs – like for example public policy. So, you wouldn't necessarily get education in that, you would be getting public policy – and you and I both know that education*

*and public policy, while with some overarching lengths, it misses the boat when you really need to get work on the ground.*

So, when she speaks in favour of the dedicated or customized educational evaluation model, it has rather stringent requirements:

*For me, this will mean evaluation use as well as building the capacity of local people, to not only using evaluation in terms of interpreting and using results that professional evaluators are doing, but also how do you send the elevator down to get people in the education sector to get the next generation interested and for them to become education evaluators? Because if you recruit them from the grass roots they tend to stay at the grass roots. And that's what we want, local people that can really do the work and not always working in the ministry of education.*

In the final analysis, it is clear that Susan Tucker's views are based on the assumption that a dedicated educational evaluation is indeed desirable as it (a) integrates relevant educational content with minimum programme evaluations contents, and (b) will speak to the specific contextual demands of educational practitioners, such as those work in ministries and departments of education.

A caveat, however, is in order: it is clear from the examples included in this section (the Melbourne case and the Brigham Young University case as well as the reference to the 'super' programme being developed at Claremont Graduate College, that a dedicated educational evaluation course does require a human resource rich environment. Such a programme draws on the knowledge, skills and experience of a large group of academics who are both expert in programme evaluation methodologies as well as educational content fields. This is clearly not the situation that we have in South Africa. It is, therefore, difficult to see how an initiative towards the dedicated educational evaluation programme model can succeed here – at least not in the short term.

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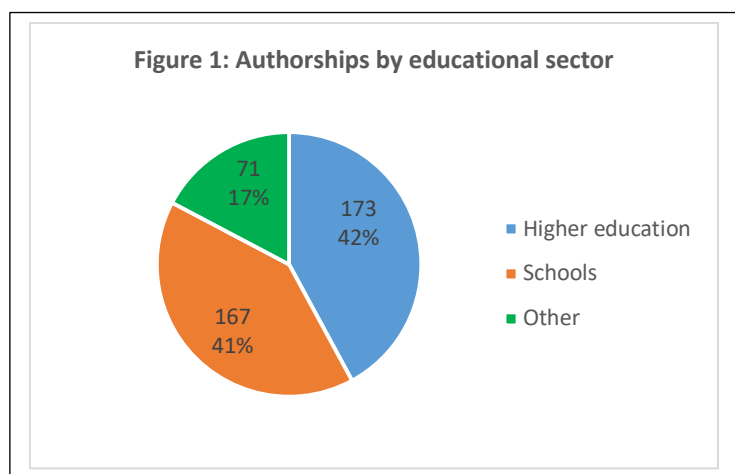
## Section 3: A review of evaluation publications in South Africa

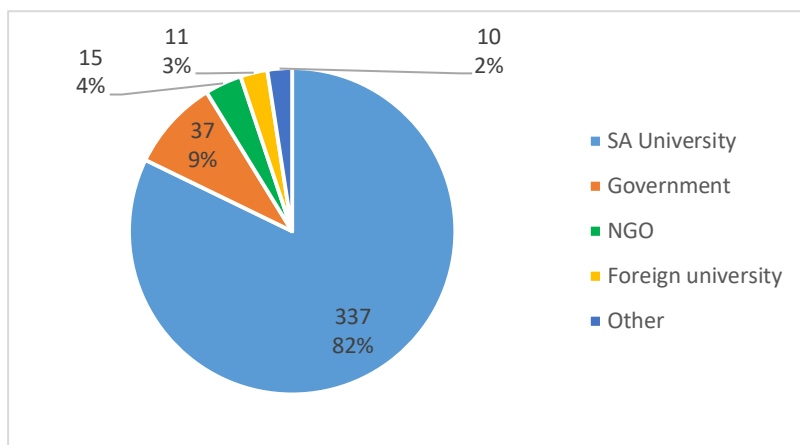
This section presents a review of the academic scholarship on educational evaluation studies in South Africa. This overview should be read within the more general context of the first task of the landscape study: on strengthening academic capacity in educational evaluation in the country. For this reason our selection of evaluation publications are confined to categories of output (peer reviewed journal articles, conference proceedings, book chapters and doctoral dissertations). We specifically exclude evaluation reports produced under commission from various funders, government and educational NGO's. We will, however, comment at the end of the section on the fact that so little of the latter finds its way into the scholarly publishing milieu.

### 3.1 Peer-reviewed journal articles

Our analysis of journal articles is based on a customized dataset that was created by running search queries on SA Knowledgebase – the proprietary database of CREST of South Africa's scientific outputs from 2005 – 2016. The specific process in constructing the customized dataset is explained in Appendix 1. Our final dataset for this analyses consists of 183 unique articles and (413 authorships). These articles were produced by 359 unique authors. We have subsequently added a number of fields which allow us to organize the articles by educational sector of the topic (schooling, university, other); institutional sector of authors (SA university, Foreign university, SA NGO, Government, Other) and journal index (WoS/Scopus OR IBSS or SA DHET or AJOL). An overview of the data according to these three categories already reveals some interesting results.

The distribution by sector (Figure 1) shows that there are about equal proportions (42% versus 41%) of evaluation papers that address either topics related to university and school evaluations. There is also a small proportion of papers that focus on more general evaluation topics.





**Figure 2: Number of authorships by institution**

The distribution of authorships by institutional affiliation (Figure 2) shows that the vast majority of papers (82%) are produced by academics at SA universities. This is not surprising. Other smaller, but significant, contributions are from authors in government (DPME and a few national government departments). The contributions by authors from the NGO sector and foreign universities are small.

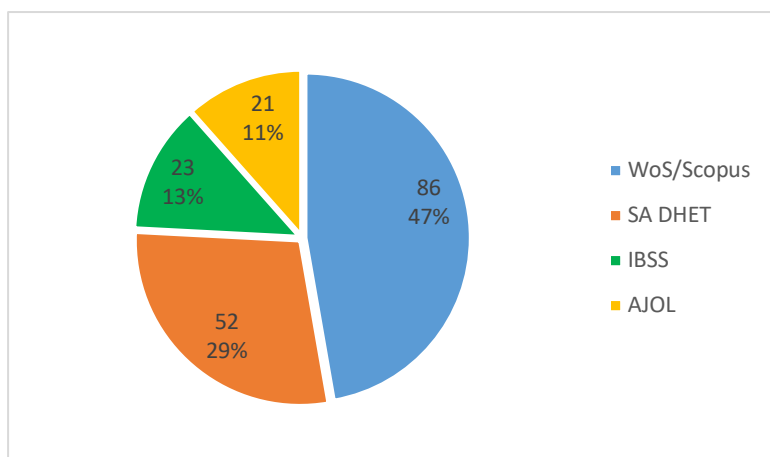
Given that the bulk of papers were produced by academics, we list (in descending order) the papers by university (and also by gender) in Table 1 below. More than half of all papers were produced by academics affiliated to SU, UNISA, UCT, WITS, UKZN and UP.

**Table 1: List of papers by SA universities (and by gender)**

University	Not available	Female	Male	Total
SU	4	15	18	37
UNISA	0	17	14	31
UCT	2	19	6	27
WITS	3	18	5	26
UKZN	2	13	6	21
UP	1	14	2	17
NWU	0	3	12	15
UFS	0	10	5	15
UWC	0	8	6	14
UFH	2	3	7	12
CPUT	0	10	1	11
UJ	0	7	2	9
UNIZUL	3	0	6	9
WSU	1	4	4	9
CUT	0	2	6	8
UL	3	1	4	8

NMU	1	2	4	7
TUT	2	3	2	7
UNIVEN	1	5	0	6
RU	1	2	2	5
DUT	0	3	0	3
SMU	0	1	2	3
VUT	0	2	1	3
	26	162	115	303

The distribution of papers by Journal Index shows that nearly half of the papers appeared in journals that are indexed in one of the two international citation databases (Web of Science or Scopus). A further 29% appeared in local South African journals (as accredited by the DHET). Smaller proportions appeared in Proquest’s IBSS (which is also accredited by the DHET) and in African Journals Online (papers published in the *African Evaluation Journal* which is not an accredited journal as yet).



**Figure 3: Number of papers by journal index**

A more detailed list of papers by source is presented in Table 2 below. The listing shows that the 183 papers appeared in 58 unique journals. The majority are journals in the field of educational sciences. One rather negative result is that 20 articles appeared in two journals which are now regarded as ‘predatory journals’ (highlighted in light blue) which cast some doubt about the quality of these articles.

**Table 2: Number of articles by Journal source.**

<i>Source</i>	<i>Nr of papers</i>
<i>South African Journal of Higher Education</i>	22
<i>African Evaluation Journal</i>	21
<i>South African Journal of Education</i>	16
<i>International Journal of Educational Sciences</i>	13
<i>Journal of Educational Studies</i>	9
<i>African Journal of Research in Mathematics, Science and Technology Education (AJRMSTE)</i>	8
<i>Mediterranean Journal of Social Sciences</i>	7
<i>Perspectives in Education</i>	6
<i>Africa Education Review</i>	5
<i>Journal of Education</i>	4
<i>Progressio: South African Journal for Open and Distance Learning Practice</i>	4
<i>Education As Change</i>	4
<i>International Review of Research in Open and Distance Learning</i>	3
<i>Advances in Health Sciences Education</i>	3
<i>South African Journal of Childhood Education</i>	3
<i>Medical Education</i>	3
<i>International Journal of Educational Development</i>	3
<i>Reading and Writing</i>	3
<i>SAALT: Journal for Language Teaching</i>	3
<i>BMC Medical Education</i>	2
<i>Nurse Education Today</i>	2
<i>Eurasia Journal of Mathematics Science and Technology Education</i>	2
<i>African Journal of Health Professions Education</i>	2
<i>Higher Education Research and Development</i>	1
<i>Industry and Higher Education</i>	1
<i>Advances in Physiology Education</i>	1
<i>Health SA</i>	1
<i>Innovative Higher Education</i>	1
<i>Educational Research Review</i>	1
<i>Educational Research</i>	1
<i>Computers and Education</i>	1
<i>BMC Public Health</i>	1
<i>Australasian Journal of early childhood</i>	1
<i>AIDS Education and Prevention</i>	1
<i>AIDS AND BEHAVIOR</i>	1
<i>Education and Urban Society</i>	1
<i>LANGUAGE MATTERS</i>	1
<i>Teaching and Teacher Education</i>	1
<i>Studies in higher education</i>	1

<i>Southern African Review of Education</i>	1
<i>South African Journal of Economics</i>	1
<i>South African Journal of Clinical Nutrition</i>	1
<i>South African Family Practice</i>	1
<i>SCANDINAVIAN JOURNAL OF PUBLIC HEALTH</i>	1
<i>Risk Governance and Control: Financial Markets and Institutions</i>	1
<i>Journal of Applied Research in Higher Education</i>	1
<i>Primary Care Diabetes</i>	1
<i>International Journal for Academic Development</i>	1
<i>Journal of Veterinary Medical Education</i>	1
<i>Journal of Social Science Education</i>	1
<i>Journal of Higher Education in Africa</i>	1
<i>Journal of Education and Work</i>	1
<i>Vulnerable Children and Youth Studies</i>	1
<i>Journal of Child and Adolescent Mental Health</i>	1
<i>International Journal of Technology and Design Education</i>	1
<i>International Journal of Educational Studies</i>	1
<i>International Journal of Educational Management</i>	1
<i>Resonance</i>	1

### 3.1.1 Authorship analysis

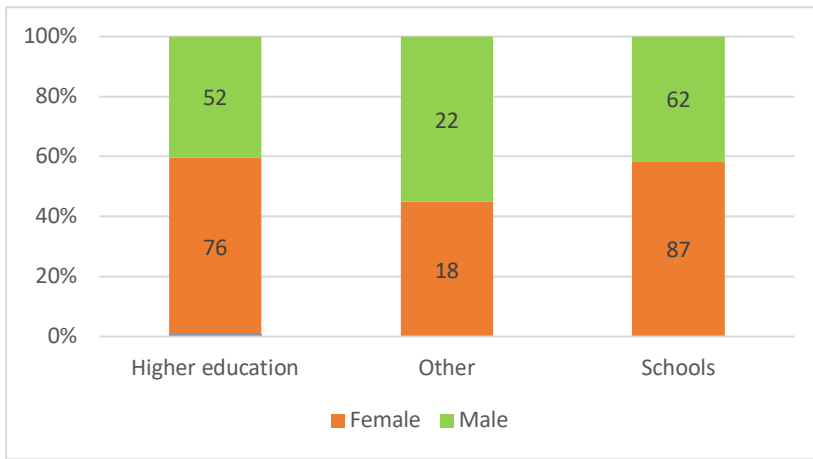
The 413 papers in our dataset were produced by 360 individual authors. Inspection of this data shows that the highest number of papers by a single author is 5. Conversely, 320 authors only authored or co-authored a single paper in this field. We list the 43 authors who authored or co-authored 2 or more papers in Table 3 below.

**Table 3: Authors with 2 or more papers (in descending order)**

Surname	Initial	First Name	Nr of papers	Affiliation
<b>Goldman</b>	I	Ian	5	DPME
<b>Jacob</b>	C	Christel	3	DPME
<b>Mapitsa</b>	C	Caitlin	3	WITS
<b>Howie</b>	SJ	Sarah	3	UP
<b>Ntakumba</b>	S	Stanley	3	DPME
<b>De Wet</b>	NC	Nita Corene	3	UFS
<b>Steyn</b>	GM	Gertruida Maria	3	UNISA
<b>Khuzwayo</b>	HB	Herbert Bhekumusa	2	UNIZUL
<b>Mudzielwana</b>	NP	Ndileleni Paulina	2	UNIVEN
<b>Cilliers</b>	CD	Charl	2	SU
<b>Flisher</b>	AJ	Alan	2	UCT

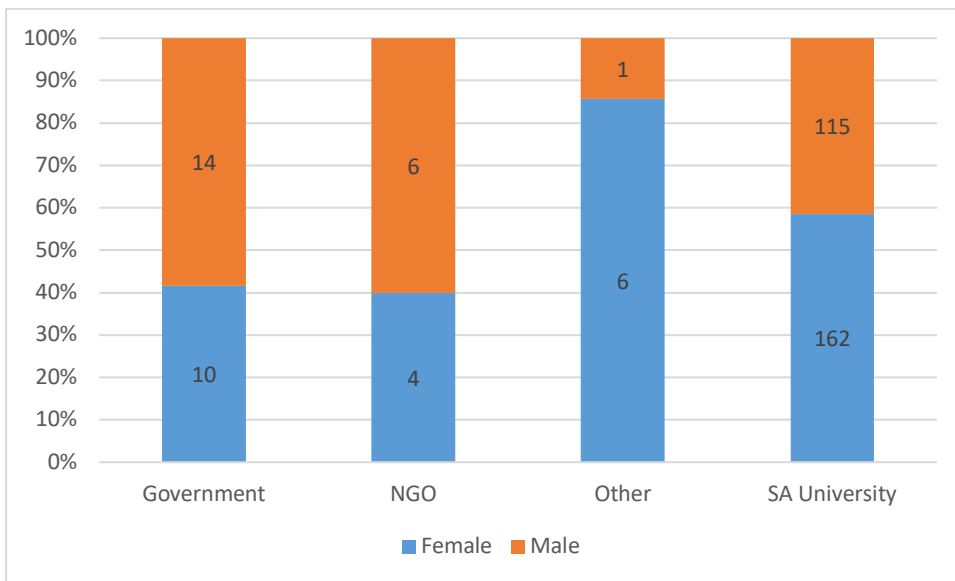
<b>Case</b>	JM	Jennifer Margaret	2	UCT
<b>Condy</b>	JL	Janet Lesley	2	CPUT
<b>Buthelezi</b>	T	Thabani	2	Department of Social Development
<b>Tufts</b>	MA	Mark Andrew	2	UKZN
<b>Burch</b>	VC	Vanessa Celeste	2	UCT
<b>Lambert</b>	EV	Estelle	2	UCT
<b>Kok</b>	I	Illasha	2	NWU
<b>Smith</b>	LC	Liezel	2	UCT
<b>Brand</b>	HJ	Handre	2	SU
<b>Ndlovu</b>	MC	Mdutshekelwa	2	SU
<b>Christiansen</b>	IM	Iben Maj	2	UKZN
<b>Selesho</b>	JM	Jacob Mohlouwa	2	CUT
<b>Ngidi</b>	DP	David Phathabantu	2	UNIZUL
<b>Dorasamy</b>	N	Nirmala	2	DUT
<b>Draper</b>	CE	Catherine	2	UCT
<b>Samuels</b>	M	Marie-Louise	2	Department of Basic Education
<b>Imenda</b>	SN	Sitwala	2	UNIZUL
<b>Higgins-Opitz</b>	SB	Susan Brenda	2	UKZN
<b>Herman</b>	N	Nicoline	2	SU
<b>Sikakana</b>	CNT	Cynthia Nonhlanhla	2	UCT
<b>Wolhuter</b>	CC	Charste Coetzee	2	NWU
<b>Amisi</b>	MM	Matodzi	2	DPME
<b>Mathews</b>	C	Catherine	2	UCT
<b>Mogashoa</b>	TI	Tebogo Isaac	2	UNISA
<b>Viljoen</b>	MC	Marianne	2	UFS
<b>Mathe</b>	JE	Jabulani	2	DPME
<b>Mash</b>	R	Bob	2	SU
<b>Aluko</b>	FR	Folake Ruth	2	UP
<b>Van Wyk</b>	JM	Jacqueline Marina	2	UKZN
<b>Cilliers</b>	FJ	Francois Jakobus	2	SU
<b>Abrahams</b>	MA	Mark Anthony	2	UWC

Our dataset contains information about the gender of 78% of the records (321 out of 413 authorships). This allows for a fairly robust analysis of the gender of the authors of these papers. In the following two graphs (Figure 4 and 5) we present first the gender breakdown by education domain, followed by a disaggregation by sector. The disaggregation by education domain shows that female authors are the majority (55% in the case of higher education papers and 58% in the case of schools studies).



**Figure 4: Gender by education domain**

The disaggregation of gender by sector below shows the dominance of female authors within the University sector. However, authors with affiliations in the government and NGO sectors are more likely to be male than female.



**Figure 5: Gender by sector**

### 3.1.2 Citation analysis

We confined our citation analysis to the 76 papers that we coded as focusing on schooling studies/ evaluations. Table 4 lists the articles in descending order in terms of the total number of citations.

**Table 4: Schooling papers with citations (in descending order from highest to lowest)**

Title	Publication Year	Source	Google Citations
<i>Implementation of life orientation programmes in the new curriculum in South African schools: perceptions of principals and life orientation teachers</i>	2007	South African Journal of Education	129
<i>The impact of teachers' limited English proficiency on English second language learners in South African schools</i>	2010	South African Journal of Education	85
<i>Perspectives of teachers on the implementation of Life Orientation in Grades R-11 from selected Western Cape schools</i>	2009	South African Journal of Education	82
<i>Process evaluation of a school-based HIV/AIDS intervention in South Africa</i>	2009	SCANDINAVIAN JOURNAL OF PUBLIC HEALTH	75
<i>Do the rich get richer and the poor poorer? The effects of an intervention programme on reading in the home and school language in a high poverty multilingual context</i>	2010	International Journal of Educational Development	67
<i>The influence of township schools on the resilience of their learners</i>	2011	South African Journal of Education	65
<i>The impact of the abolition of corporal punishment on teacher morale: 1994-2004</i>	2007	South African Journal of Education	56
<i>School principals' perceptions of team management: a multiple case-study of secondary schools .</i>	2008	South African Journal of Education	39
<i>Can Peer Education Make a Difference? Evaluation of a South African Adolescent Peer Education Program to Promote Sexual and Reproductive Health</i>	2011	AIDS AND BEHAVIOR	38
<i>Learners' perception as to what contributes to their school success: a case study</i>	2010	South African Journal of Education	36
<i>Learners' perceptions as to what contributes to their school success: a case study</i>	2010	South African Journal of Education	36
<i>A process-based assessment framework for technology education: a case study</i>	2010	International Journal of Technology and Design Education	27
<i>Learners experiences of learning support in selected Western Cape schools</i>	2014	South African Journal of Education	26
<i>The influence of school culture and school climate on violence in schools of the eastern cape province</i>	2012	South African Journal of Education	26
<i>School monitoring and change: a critical examination of Whole School-Evaluation</i>	2007	EDUCATION AS CHANGE	23
<i>The influence of school leadership preparation programmes: Identification of possible focus areas</i>	2008	South African Journal of Higher Education	18
<i>Impact of nutrition education on nutrition knowledge of public school educators in South Africa: A pilot study</i>	2012	Health SA	16
<i>The effect of a latchkey situation on a child's educational success</i>	2011	South African Journal of Education	16
<i>Re-envisioning the scholarship of engagement: lessons from a university-school partnership project for mathematics and science teaching</i>	2011	South African Journal of Higher Education	14
<i>The effects of educational context on the understanding of linguistic concepts in English and isiZulu by Grade 7 learners</i>	2005	South African Journal of Education	14

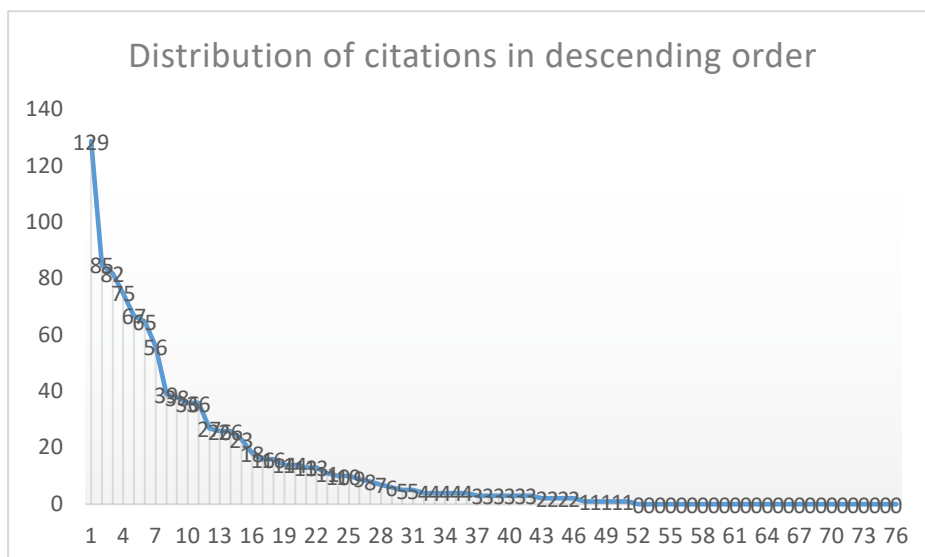


<i>Alternatives in evaluating multimedia in secondary school science teaching</i>	2008	Computers and Education	13
<i>The effect of a structured problem solving strategy on performance in physics in disadvantaged South African schools</i>	2006	African Journal of Research in Mathematics, Science and Technology Education (AJRMSTE)	13
<i>Reframing professional development for South African schools: an appreciative inquiry approach</i>	2012	Education and Urban Society	11
<i>Implementation of the HealthKick intervention in primary schools in low-income settings in the Western Cape Province, South Africa: A process evaluation</i>	2015	BMC Public Health	10
<i>Lessons learnt: Observation of Grade 4 reading comprehension teaching in South African schools across the Progress in International Reading Literacy Study (PIRLS) 2006 achievement spectrum</i>	2014	Reading and Writing	10
<i>An evaluation of the implementation of the National ICT Policy for Education in Namibian rural science classrooms</i>	2012	African Journal of Research in Mathematics, Science and Technology Education (AJRMSTE)	9
<i>Evaluation of a school-based intervention programme for South African children of divorce</i>	2013	Journal of Child and Adolescent Mental Health	8
<i>Reflecting on an impact evaluation of the Grade R programme: Method, results and policy responses</i>	2015	African Evaluation Journal	7
<i>The pilot evaluation for the National Evaluation System in South Africa – A diagnostic review of early childhood development</i>	2017	African Evaluation Journal	6
<i>Does school breakfast make a difference? An evaluation of an in-school breakfast programme in South Africa</i>	2016	International Journal of Educational Development	5
<i>Evaluation of a school-based nutrition and physical activity programme for grade 4 learners in the Western Cape province</i>	2013	South African Family Practice	5
<i>Disentangling the language effect in South African schools: measuring the impact of 'language of assessment' in grade 3 literacy and numeracy</i>	2016	South African Journal of Childhood Education	4
<i>Evaluating the 'beautification of schools' campaign as an environmental management tool</i>	2008	Journal of Educational Studies	4
<i>Ten years of early childhood development : a case study of Little Elephant Training Centre for Early Education</i>	2005	Journal of Education	4
<i>The impact of parental involvement on student performance: A case study of a South African secondary school</i>	2014	Mediterranean Journal of Social Sciences	4
<i>Towards leadership for school effectiveness: the impact of a preparation programme in education management on practice</i>	2008	Journal of Educational Studies	4
<i>An evaluation of the implementation of the new Language-in-Education Policy (LiEP) in selected secondary schools of Limpopo Province</i>	2008	LANGUAGE MATTERS	3
<i>Lessons Learnt from employing van Hiele Theory based instruction in Senior Secondary School Geometry classrooms</i>	2016	Eurasia Journal of Mathematics Science and Technology Education	3
<i>The baseline assessment of Grade 1 learners' literacy skills in a socio-economically disadvantaged school setting</i>	2016	South African Journal of Childhood Education	3

<i>The effects of traditional, Outcomes Based Education (OBE) and blended teaching approaches in alleviating conceptual difficulties and alternative conceptions in Grade Twelve mechanics</i>	2015	International Journal of Educational Sciences	3
<i>The impact of computer simulations as interactive demonstration tools on the performance of grade 11 learners in electromagnetism</i>	2014	African Journal of Research in Mathematics, Science and Technology Education (AJRMSTE)	3
<i>The influence of a school readiness program on the language and phonological awareness skills of preschool children in rural areas of South Africa</i>	2016	Australasian Journal of early childhood	3
<i>Assessing the Effects of Second Languages as a Medium of Instruction in Teaching Preschool Children</i>	2014	International Journal of Educational Sciences	2
<i>Reflections on Creemers' Comprehensive Model of Educational Effectiveness for Reading Literacy: South African evidence from PIRLS 2006</i>	2014	Perspectives in Education	2
<i>Self-regulated learning in a high school accounting curriculum: How pupils respond to an intervention</i>	2011	Education As Change	2
<i>Teacher training by means of a school-based model</i>	2016	South African Journal of Education	2
<i>Exploring the Impact of Ineffective Communication on Educators' Teaching Performance at Primary Schools</i>	2015	International Journal of Educational Sciences	1
<i>Literacy lessons learnt from parents after attending a seven-week Home-School Partnership Programme</i>	2016	South African Journal of Childhood Education	1
<i>The impact of an interactive Ray Diagram teaching module in enhancing Grad 11 learners' conceptual un</i>	2016	Eurasia Journal of Mathematics Science and Technology Education	1
<i>The impact of leadership and management of host schools on the construction of professional identity of teacher trainees</i>	2011	Journal of Educational Studies	1
<i>Using the responsive evaluation approach in evaluating the implementation of the Child Friendly Schools Programme in South Africa.</i>	2013	Journal of Educational Studies	1
<i>A critical review of a school-based intervention in grade 9 human and social sciences at two South African schools</i>	2009	Journal of Educational Studies	0
<i>A needle in a haystack: a search for value for money in turn-around strategies for schools in difficult circumstances</i>	2013	Educational Research	0
<i>Advocating programme evaluation in new problem based learning schools</i>	2006	Medical Education	0
<i>An Evaluation of the Factors that Promote Learner Absenteeism in Primary Schools in the Limpopo Province</i>	2015	International Journal of Educational Sciences	0
<i>Analysis and monitoring of equitable access and full participation in education in South Africa: the challenge of data quality</i>	2014	Journal of Education	0
<i>Education within public management in South Africa: A focus on external whole-school evaluation process' contribution in Mpumalanga province</i>	2015	Risk Governance and Control: Financial Markets and Institutions	0
<i>Evaluation of the "takeFiveSchool" : An education programme for people with Type 2 Diabetes in the Western Cape, South Africa</i>	2013	Primary Care Diabetes	0
<i>Finding the best fit: the adaptation and translation of the Performance Indicators for Primary Schools in the South African context</i>	2010	Perspectives in Education	0

<i>Impact of Teacher Self-efficacy on Learner Performance within a Changing Mathematics Curriculum: A Case for Previously Disadvantaged Schools</i>	2016	International Journal of educational sciences	0
<i>Impact of University lecturers' intervention in school math teaching</i>	2016	Resonance	0
<i>Introducing calculators to learners early in their schooling : The effect on long-term arithmetic proficiency</i>	2012	African Journal of Research in Mathematics, Science and Technology Education (AJRMSTE)	0
<i>Learners' perceptions and experience of the content and teaching of sexuality education: Implications for teacher education</i>	2014	South African Journal of Higher Education	0
<i>Learners' Perceptions of the Teaching Effectiveness of Science Tutors during Winter School Sessions</i>	2016	International Journal of Educational Studies	0
<i>Lessons from an evaluation experience: The School Wide Improvement Model (SWIM)</i>	2014	Mediterranean Journal of Social Sciences	0
<i>Reflections on an action research project in teacher education The Emancipatory Project under scrutiny</i>	2008	Perspectives in Education	0
<i>School-university partnerships for professional development of teachers: A case of lesson study intervention in mathematics</i>	2015	Journal of Higher Education in Africa	0
<i>Teacher retention and quality education: Impact of rural incentives in North-West, South Africa</i>	2014	Mediterranean Journal of Social Sciences	0
<i>Teachers adoption of Information and Communication Technology in Foundation phase teaching: A Study of selected schools in the Eastern Cape in South Africa</i>	2016	International Journal of Educational Sciences	0
<i>The effects of second language as a medium of instruction on pre-school learners</i>	2015	International Journal of Educational Sciences	0
<i>The efficacy of "catch-up programmes" in South African high schools: a legal jinx</i>	2013	Perspectives in Education	0
<i>The impact of language of learning and teaching in primary schools: A case study of the Gauteng province</i>	2014	Mediterranean Journal of Social Sciences	0
<i>The impact of poor working memory skills on a grade 2 learner's written and oral literacy performance</i>	2014	Reading and Writing	0
<i>The impact of preschool feeding programmes on the growth of disadvantaged young children in developing countries: A systematic review of randomised trials</i>	2013	South African Journal of Clinical Nutrition	0
<i>Towards improving the effectiveness of educator in-service programmes</i>	2008	Journal of Educational Studies	0

The distribution of citations from highest to lowest follows predictable shape with a small number of papers generating a large number of citations. The long tail to the right shows that the vast majority of papers recorded small numbers of citations.



**Figure 6: Distribution of citations to schooling papers (in descending order)**

The results presented above reflect the absolute number of citations recorded for each article since its year of publication. However, citations accumulate over time and hence any comparison of the citation scores across articles much correct for the citation window (the ‘time period since publications when citations are counted). Table 5 presents the results for these corrected results by reporting on the average number of citations for each year since publication. We only list this articles that recorded an average citation score of more than 4,3 (the average for all articles in the dataset)

**Table 5: Schooling papers with average citation score (in descending order)**

Title	Pub Year	Source	Ncs	Citation window	Avge citations
Implementation of life orientation programmes in the new curriculum in South African schools: perceptions of principals and life orientation teachers	2007	South African Journal of Education	129	11	11,7
The impact of teachers' limited English proficiency on English second language learners in South African schools	2010	South African Journal of Education	85	8	10,6
The influence of township schools on the resilience of their learners	2011	South African Journal of Education	65	7	9,3
Perspectives of teachers on the implementation of Life Orientation in Grades R-11 from selected Western Cape schools	2009	South African Journal of Education	82	9	9,1
Do the rich get richer and the poor poorer? The effects of an intervention programme on reading in the home and school language in a high poverty multilingual context	2010	International Journal of Educational Development	67	8	8,4
Process evaluation of a school-based HIV/AIDS intervention in South Africa	2009	SCANDINAVIAN JOURNAL OF PUBLIC HEALTH	75	9	8,3
Learners experiences of learning support in selected Western Cape schools	2014	South African Journal of Education	26	4	6,5

The pilot evaluation for the National Evaluation System in South Africa – A diagnostic review of early childhood development	2017	African Evaluation Journal	6	1	6,0
Can Peer Education Make a Difference? Evaluation of a South African Adolescent Peer Education Program to Promote Sexual and Reproductive Health	2011	AIDS AND BEHAVIOR	38	7	5,4
The impact of the abolition of corporal punishment on teacher morale: 1994-2004	2007	South African Journal of Education	56	11	5,1
Learners' perception as to what contributes to their school success: a case study	2010	South African Journal of Education	36	8	4,5
Learners' perceptions as to what contributes to their school success: a case study	2010	South African Journal of Education	36	8	4,5
The influence of school culture and school climate on violence in schools of the eastern cape province	2012	South African Journal of Education	26	6	4,3

## Discussion

Over the period 2005 to 2016, SA academics produced 5 923 articles in the field of Educational sciences. The fact that we have found only 183 articles that we classified as addressing educational interventions show how small an area of scholarship this is (only 3%). Our analysis of these 183 article revealed a number of salient features:

1. The fact that these 183 articles were produced by 360 individual authors is a clear indication that there are very few authors who specialize in this field. This is also borne out by the fact that only 7 authors produced 3 or more articles. The vast majority of papers were authored or co-authored by academics (including students) that only published the single paper in our database. In fields where scholars specialize in a specific field over time, one would expect that larger proportions of scholars would consistently publish in that field.
2. The majority of these papers were produced by academics at SA universities (82%) with the top research universities in the country dominating scientific production.
3. Another indicator of the fact that 'educational evaluation' studies do not constitute an area of specialization is the fact that the 183 individual papers were published in 58 separate journals. There is some concentration of publication in 4 journals where more than 10 papers were published (*SA Journal of Higher Education*, the *African Evaluation Journal*, the *SA Journal of Education* and the *International Journal of Educational Sciences*). But at the other extreme, however, we find that 36 journals appear on the list with a single article. The papers in our dataset were clearly published in the widest array of disciplines and sub-disciplines - mostly in the broad field of educational research, but also in other disciplines (quite a proportion in health sciences journals). With the exception of the African Journal of Evaluation no other evaluation journal appears in the list. This again suggest that the 'domain' of 'educational evaluation' is not an area of specialised scholarship for the majority

of the authors of the listed papers. Scholars who specialise in a specific field would typically strive to publish in the dedicated specialist journals (in this case the top Evaluation journals) in their field.

4. The demographic disaggregation shows that female academics dominate scientific publications in this domain: 58% of all educational evaluations of school interventions. This distribution is commensurate to the gender distribution of all education papers in the country where women academics published 54% of all papers between 2005 and 2016.
5. The citation analysis of the 73 papers in the field of school intervention studies produced a fairly predictable results. The annual average citation rate (4,2 citations) is indicative of the fact that these papers enjoyed relative good levels of visibility. Twelve papers recorded citations higher than this average. The two highest cited papers (*Implementation of life orientation programmes in the new curriculum in South African schools: perceptions of principals and life orientation teachers; The impact of teachers' limited English proficiency on English second language learners in South African schools*) generated very substantial citations.

### 3.2 Conference proceedings and book chapters

The results of our analysis of conference proceedings and book chapters that met our selection criteria (educational evaluation studies) produced 27 unique titles. As far as chapters in books are concerned, we found nine unique titles. These studies range from studies on violent and other destructive behaviour in schools, to reporting on the impact of school-based programmes. For the purpose of this study, two studies are of particular relevance: the study by Coetzee and Van der Berg (*Proposed impact evaluation of the grade R School Programme in South Africa*, 2014) and the study by Janet Condy (*The impact of two years of CLE literacy intervention in schools in South Africa*; 2005)

**Table 6: Chapters in books on educational evaluations**

Chapter Title	Publication Year	Book title	Authors
School-based youth violence prevention interventions	2012	Youth Violence: Sources and Solutions in South Africa	Gevers, Anik (UCT); Flisher, Alan
A Psycho-Educational Programme as intervention to reduce destructive behavior: Addressing aggression in the South African context	2015	Innovation Practices and Interventions for Children and Adolescents with Psychosocial Difficulties and Disabilities	Wolhuter, Charste (NWU); Botha, Johan (NWU)

A Systematic Review of School-Based HIV/AIDS Prevention Programmes in South Africa	2008	Promoting Adolescent Sexual and Reproductive Health in East & Southern Africa	Flisher, Alan (UCT)
Lessons learnt from training full service school and learning support educators	2015	Making Education Inclusive	Hoojje EL (UJ)r
Peer Education for Adolescent Reproductive Health. An Effective method for Program Delivery, a Powerful Empowerment Strategy, or Neither?	2008	Promoting Adolescent Sexual and Reproductive Health in East & Southern Africa	Flisher, Alan (UCT); Mathews, C. (UCT)
Proposed impact evaluation of the grade R School Programme in South Africa	2014	Evaluation Management in South Africa and Africa	Coetzee, M. (SU); Van der Berg, Servaas (SU)
South Africa: Optimising a Feedback System for Monitoring Learner Performance in Primary Schools	2013	Educational design research: Part A: An introduction	Archer, Elizabeth (UNISA); Howie, Sarah (UP)
The impact of two years of CLE literacy intervention in schools in South Africa	2005	Literacy for all in Africa series, vol. 1: Teaching reading in African schools	Condy, Janet (CPUT)
The interface between monitoring performance and how data is used: Striving to enhance the quality of education in schools	2013	A Common Wealth of Learning: Millennium Development Goals Revisited	Scherman, Vanessa (UP); Howie, SJ (UP); Archer, E. (UP)

**Discussion:** The fact that so few books (monographs or edited collections) were identified through our analysis, shows that this is not a preferred publication outlet for studies of this nature. It is also clear that the chapters listed in the table above were published in different disciplines and not exclusively in the field of education.

More studies were found (18) which were presented as conference proceedings (Table 7 below).

**Table 7: Conference proceedings in educational evaluation**

Title of paper	Year	Title of conference	Authors
The perceived influence of school leadership on learner behaviour in a Namibian secondary school	2014	07th International Conference of Education, Research and Innovation (ICERI 2014)	Smith, Clive (UJ); Amushigamo, AP (UJ)

School evaluation technical capacity crisis: the South African experience	2015	08th International Conference of Education, Research and Innovation (ICERI 2015)	Mestry, Raj (UJ); Grobler, Bernardus (UJ)
School evaluation technical capacity crisis: the South African experience	2015	08th International Conference of Education, Research and Innovation (ICERI 2015)	Govender, N. (UJ)
Developing a Teacher Education Programme and Evaluating its Impact to Adapt and Improve it	2011	EASA 2011 Conference Proceedings: Beauty and the Beast - Towards Turning the Tide in Education	Dreyer, Johan (UNISA)
Lessons from a mathematics and science intervention programme in Tshwane township schools	2006	Engineering Education for Sustainable Development. Proceedings of the Third African Regional Conference on Engineering Education & the Fourth Southern African Conference on Engineering Education	Van Lingen, N (UP); Meyer, L. (UP); Horak, Emile (UP)
Evaluating the Effectiveness of ELearning and Core Skills Interventions for South African Secondary School Learners	2014	e-Skills Conference and e-Summit - eSkills for Knowledge Production and Innovation [2014 South Africa]	Thakur, Surendra (DUT); Millham, Richard (DUT)
The impact of IT at schools on e-skills development	2010	eSkills Summit 2010	Cilliers, Charmain (NMU); Koorsee, Melissa (NMU)
The effectiveness of social investment programmes to improve education in Gauteng	2012	IBC - The 6th International Business Conference	Smit, Anet (NWU); Vusani, HF (NWU)
Assessment of the impact of supplementary tuition in mathematics in the Eastern Cape South Africa	2010	ISTE International Conference on Mathematics Science and Technology Education: Towards Effective Teaching and Meaningful Learning in Mathematics Science and Technology	Mogari, Lebogo (UNISA); Maritz, Riette (UNISA)
Measuring Assessing and Reporting Skill Performance in Science Technology and Mathematics Education	2011	ISTE International Conference on Mathematics Science and Technology Education: Proceedings - Towards Effective Teaching and Meaningful Learning in Mathematics Science and Technology	Atagana, Harrison (UNISA)
School-based in-service education and training as intervention strategy for teacher professional development in the Eastern Free State of South Africa	2009	Problems and prospects in Higher Education. Selected papers on special topics in education that were presented at various conferences organized by the Athens Institute for Education and Research in 2008 and 2009	Milondzo, KS (UFS); Boaduo, Nana (UFS)



The impact of a professional development programme on classroom practices of technology educators in the intermediate phase	2012	Proceedings of the 20th annual meeting of the southern African association for research in mathematics, science and technology education	Ogunniyi, Meshach (UWC); Langenhoven, Keith (UWC); Olufunmilayo, A (UWC)
Evaluating Serious Games in Higher Education: A Theory-based Evaluation of IBMs Innov8	2009	Proceedings of the 3rd European Conference on Games-based learning	Joubert, Pieter (UP); Roodt, Sumarie (UP)
The effect of language on teaching mathematics in primary schools in South Africa	2013	Proceedings of the 40th annual international conference of the Southern African society for education	Mashangoane, NM (NWU); Kwayisi, FN (NWU); Dudu, Washington (NWU)
The effects of abolishing corporal punishment on learner behaviour in South African high schools	2013	Proceedings of the 40th annual international conference of the Southern African society for education	Shaikhmag, N (NWU)
The influence of an in-service training programme on the standard of Mathematics education	2009	SAARMSTE - Southern African Association for Research in Mathematics, Science and Technology Education	Benade, T (NWU)
The Impact of Life Skills Education on the Self-concept Development of Learners	2015	South Africa International Conference on Educational Technologies (SAICET 2015)	Molepo, Lucas (UNISA); Pitsoane, EM (UNISA); Lethole, V. (UNISA)
Analysis of the impact of a tutor training intervention on the delivery of a tutorial program at a South African university	2014	Southern African Accounting Association	Vermeulen, K (WITS); Merino, Andres (WITS)

**Discussion:** As the title of the conferences show, these papers were presented at conferences which range across many disciplinary fields: education, engineering education, e-skills, mathematics education, accounting and higher education. If we were to apply a strict definition of studies reporting on educational evaluations in schools (with a focus on languages, mathematics and science), we are left with 5 studies:

- Lessons from a mathematics and science intervention programme in Tshwane township schools
- Assessment of the impact of supplementary tuition in mathematics in the Eastern Cape South Africa
- The effect of language on teaching mathematics in primary schools in South Africa

- The influence of an in-service training programme on the standard of Mathematics education

### 3.3 Doctoral dissertations

Our analysis of doctoral studies with a focus on educational interventions and evaluations is based on CREST’s dedicated database of South African doctoral dissertations completed since 2000. After various phases of identification and visual inspection of titles and abstracts, we selected 163 doctoral dissertations as our final dataset. These studies reported on evaluations across a wide range of domains. A breakdown of these theses by ‘evaluation domain’ is presented in Table 8 below.

**Table 8: Doctoral theses by evaluation domain**

Evaluation domain	Number of theses
Education	93
Health	31
Psychology	11
Business and management	7
Evaluation and research	7
Community development	3
Police service	2
Science Communication	2
Law	1
Environment	1
ICT	1
Mining	1
NGO	1
SAPS	1
Housing	1
	163

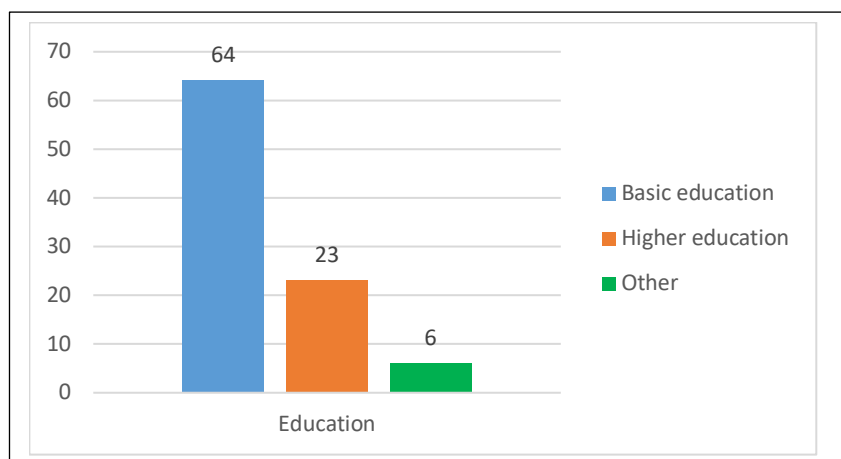
In the remainder of this section we focus on the 93 dissertations that we identified as clearly focussing on education. The full list of theses is included as Appendix 4.

#### 3.3.1 Education dissertations by main sector and domain

We subsequently coded all education dissertations at two levels: the first level simply distinguished between theses that focus on either basic education (schooling included ECD), higher education or other (including ABET). The second level consisted of a more detailed coding into categories

distinguishing between primary and secondary schooling, subject domain and other thematic differences.

Figure 7 shows that the majority (69%) of these focused on basic education, followed by a quarter of these devoted to studies of higher education institutions (universities) and a small number with other foci.



**Figure 7: Disaggregation of education theses by Level 1 domains**

A specific interest of this study are the evaluation studies of school interventions. We identified 29 such doctoral studies (Table 9 below). In addition to an analysis of these studies we were also interested to see if the doctoral students published the results of their doctoral studies in peer reviewed articles. We could check for this through matching the names of the students to the authors of papers in SA Knowledgebase. The last column in the table gives an indication whether any articles were published following the completion of the doctoral dissertation. We found evidence that six of the students published at least one article directly related to their thesis work.

**Table 9: Doctoral dissertations on school evaluation studies**

Student Surname	Student First Names	Title	Year	University	Article
Adam	Aninda	The development of a school-wide progress monitoring assessment system for early literacy skills	2014	North-West University	YES
Anyanwu	Raymond Ndubisi	The implementation and evaluation of a constructivist intervention in secondary school science teaching in Seychelles	2008	University of South Africa	NO
Appalraju	Dhalialutchmee Padayachee	Emerging bilingualism in rural secondary schools in KwaZulu-Natal : the impact of educational policies on learners and their communities.	2010	University of KwaZulu-Natal	NO
Balladon	Francesca Emma	The implications for classroom practice of the Outcomes-Based Education model for French teaching and learning : an evaluation of modes of	2004	University of KwaZulu-Natal	NO

		implementation in KwaZulu-Natal schools			
Chemane	Bonginkosi Reginald	Evaluation of psychological intervention programs for children with behavioural and emotional problems in schools of industries in the Ukhahlamba region	2004	University of Zululand	NO
De Lange	Aletha Maria	An evaluation of the implementation of the school environmental policy and management plan in schools in Mpumalanga	2004	University of South Africa	NO
Delport	Danri Hester	The impact of a classroom intervention on university students' learning in a Mathematics and Statistics- related subject	2010	University of the Free State	NO
Dreyer	Lorna M	An evaluation of a Learning Support Model in Primary Schools in the West Coast/ Winelands Area	2008	Stellenbosch University	YES
Gumpo	Hlalani	A theory-driven evaluation of an early childhood school readiness programme in an under-served area in the Western Cape Province.	2017	University of Cape Town	NO
Khumalo	Blasius Dumisani	A socio-educational evaluation of the pre-school initiatives in the Nongoma district of Kwa-Zulu Natal	2000	University of the Free State	NO
Kigozi	Benon	An evaluation of music education in elementary schools in Buganda: A way forward	2008	University of Pretoria	NO
Koorsse	Melisa	An evaluation of programming assistance tools to support the learning of IT programming: a case study in South African secondary schools	2012	Nelson Mandela University	YES
Lambani	Matodzi Nancy	Conceptual teaching by grade 7 non-mother tongue English teachers : a formative evaluation study from the Vhembe district, Limpopo province	2014	Tshwane University of Technology	NO
Mabasa	Layane Thomas	A responsive evaluation approach in evaluating the safe schools and the child-friendly schools programmes in the Limpopo province	2013	Stellenbosch University	YES
Mathaba	Richard Siphamandla Ryan	External whole school evaluation of underperforming secondary schools in Mpumalanga province	2014	Durban University of Technology	NO
Matthews	Brenda Marian Frederica	Evaluation of a bullying prevention programme at selected schools in the Western Cape Province the Olweus approach	2015	University of the Western Cape	NO
Mdluli		An evaluative study of leadership style of female principals	2002	University of Zululand	NO

Mkhize	Duduzile Rosemary	The impact of mathematics interventions in high schools : a mixed method inquiry	2011	University of Johannesburg	NO
Mostert	Annamarie	A language programme evaluation : English as language of learning and teaching	2008	North-West University	YES
Mothapo	Sentshuhleing Jacob	Assessing the impact of school governance in the Limpopo Department of Education with specific reference to Mankweng and Polokwane circuits.	2011	University of Fort Hare	NO
Naidoo	Maynapathee	An evaluation of the sexuality education programme being implemented in South African schools	2006	University of Zululand	NO
Napier	Catharina Elizabeth	Evaluation of a feeding programme in addressing malnutrition in primary schools	2006	Vaal University of Technology	NO
Nel	Benita Portia	An evaluation of a mathematics professional teacher development programme	2015	University of South Africa	NO
Nonyane	Dephney Leumang	The impact of the role of school governing bodies : a case study undertaken in the Gert Sibande district of Mpumalanga at Badplaas and Mashishila circuit schools	2016	University of South Africa	NO
Pandey	Dhruwa	A study of the impact of a development programme for teachers of mathematics and physical science in rural secondary schools in South Africa	2010	University of Pretoria	NO
Rawatlal	Kamilla	The development, implementation and evaluation of interventions to build school connectedness : a pilot study	2014	University of Kwazulu-Natal	YES
Risimati	Hasani Pius	Whole-school evaluation in rural primary school in Limpopo Province	2007	University of South Africa	NO
Rossi	June Calder	The development and evaluation of a programme of stimulation for preschool children with delayed motor or language development	2005	University of Johannesburg	NO
Sieberhagen	Elsabe Anee	The Evaluation of a Digital Information Literacy Program	2011	University of South Africa	NO

### 3.3.2 Education evaluation theses by university

A disaggregation of education evaluation theses by university (Table 10) reveals that nearly two thirds of these theses were produced by 5 universities: UNISA (18), NWU (12), UP (12), UKZN (9) and SU (7). The same universities also contributed most to theses on schooling evaluations UNISA (11), UP (9), NWU (8), UKZN (6) and SU (5).

**Table 10: Education evaluation theses by domain and university**

Row Labels	Basic education	Higher education	Other	Grand Total
Durban University of Technology	1			1
Nelson Mandela University	1			1
North-West University	8	4		12
Rhodes University			1	1
Stellenbosch University	5	2		7
Tshwane University of Technology	4	1		5
University of Cape Town	1			1
University of Fort Hare	1			1
University of Johannesburg	3	2		5
University of Kwazulu-Natal	6	3		9
University of Limpopo	1			1
University of Pretoria	9	2	1	12
University of South Africa	11	4	3	18
University of the Free State	3	1		4
University of the Western Cape	2	1	1	4
University of the Witwatersrand	3	3		6
University of Zululand	4			4
Vaal University of Technology	1			1
<b>Grand Total</b>	<b>64</b>	<b>23</b>	<b>6</b>	<b>93</b>

### 3.3.3 Doctoral dissertations by supervisor

In our final analysis of the doctoral dissertations (64 in schooling) we focussed on the supervisors of these dissertations. The first noteworthy result (Table 11), is that only three supervisors (Jansen, Lebeloane and Nel) supervised more than one dissertation in this field. This suggested to us (as previously observed) that a focus on educational evaluations is not a primary research focus of these supervisors/ scholars. In order to ‘test’ this hypothesis, we checked the publication profiles of the supervisors in SA Knowledgebase to see whether there is evidence that the supervisor is working in this field. We subsequently classified (in the last Column) whether the supervisors has published either in the field programme evaluation (PE), educational evaluation (EE), educational studies (ES) or neither (NO). Based on this analysis we judged that only 8 of the supervisors on this list, have published at least one paper on an educational evaluation topic. The vast majority of supervisors

work in the general field of educational studies. The remaining supervisors have no specific publication record in educational research.

**Table 11: Supervisor of doctoral dissertations in educational evaluation studies**

University	Surname	Initials	First Names	Evaluation Domain	Publication record
University of KwaZulu-Natal	Amory	AM	Alan	Sec_Science	EE
University of the Witwatersrand	Basson	R	Ray	Curr_religion	PE
University of Pretoria	Berkhout	SJ	Sarie	BE_curriculum	ES
University of Pretoria	Braun	MWH	Max	Sec_teacher CB	ES
Nelson Mandela University	Cilliers	C	Charmain	Sec_ICT	NO
North-West University	Combrink	AL	Anette	SP_reading	NO
University of KwaZulu-Natal	De Kadt	E	Elizabeth	Sec_language	ES
Durban University of Technology	Dorasamy	N	Nirmala	Schools_WSE	NO
University of the Free State	Du Toit	ER		Sec_curriculum	ES
Stellenbosch University	Engelbrecht	P	Petra	Prim_CB	ES
University of South Africa	Grayson	DJ	Diane Jeanette	Teach_CB	EE
University of the Free State	Greyling	WJ		Teach_CB	EE
University of Pretoria	Hinch	J De C		BE_curriculum	NO
University of Pretoria	Howie	SJ	Sarah	Curr_ICT	EE
University of Pretoria	Jansen	JD	Jonathan	Sec_Management_CB	EE
University of Pretoria	Jansen	JD	Jonathan	Schools_WSE	EE
University of Fort Hare	Kanyane	MH	Modimowabarwa Hendrick	Management_governance	NO
Stellenbosch University	Le Grange	LL	Lesley	BE_special needs	ES
University of South Africa	Lebeloane	LDM	Lazarus Donald Mokula	School_infrastructure	EE
University of South Africa	Lebeloane	LDM	Lazarus Donald Mokula	Sec_curriculum	EE
University of South Africa	Lebeloane	LDM	Lazarus Donald Mokula	Sec_Environ Ed	EE
University of South Africa	Loubser	CP		Management_CB	ES
University of Cape Town	Louw-Potgieter		Joha	ECD_programme	PE
University of South Africa	Luneta	K	Kakoma	Teach_maths prof dev	ES
Tshwane University of Technology	Maile	S	Simeon	Primary_textbooks	ES

University of Zululand	Makunga	NV	Nomahlubi Valencia	Curr_sex ed	NO
University of Zululand	Makunga	NV	Nomahlubi Valencia	Psycho-education	NO
University of Pretoria	Maree	JG	Kobus	Sec_arts	ES
University of South Africa	Mashile	EO		Sec_Science	ES
University of South Africa	Mathipa	ER	Elias Rajabalala	Management_SGBs	ES
University of Limpopo	Matsaung	LE	Lesiba	Schools_WSE	NO
University of KwaZulu-Natal	McDermott	LE	Lydia	Sec_language	NO
University of Pretoria	Moller	T		BE_curriculum	NO
Stellenbosch University	Mouton	J	Johann	Sec_School_safety	PE
Stellenbosch University	Muller	K	Kobus	Schools_WSE	ES
Tshwane University of Technology	Mundalamo	FJ	Fhatuwani	Sec_science	ES
Tshwane University of Technology	Mwakapenda	WWJ	Willy	Sec_curriculum	NO
University of the Western Cape	Naidoo	P	Pamela	Prim_bullying	NO
University of the Witwatersrand	Naidoo	D	Devika	Sec_arts	ES
University of Johannesburg	Nduna	BV	Bruce	Sec_maths	ES
North-West University	Nel	C	Carisma	FP_literacy_monitoring	EE
North-West University	Nel	C	Carisma	Sec_reading	EE
University of Zululand	Ngcongco	RP		Principals_L&M	NO
University of South Africa	Ngoepe	MG		Sec_maths	NO
North-West University	Nieuwoudt	HD	Hercules	Sec_Maths	ES
University of the Western Cape	Ogunniyi	MB	Meshach	Sec_science	ES
Vaal University of Technology	Oldewage-Theron	WH	Wilna	Prim_nutrition	EE
University of the Free State	Paulsen	WJ		ECD_programme	NO
University of Kwazulu-Natal	Petersen	I	Inge	Sec_relationships	PE
North-West University	Saayman	M	Melville	Sec_tourism	PE
University of Kwazulu-Natal	Samuel	MA	Michael Anthony	Management_CB	ES
University of Kwazulu-Natal	Sing	D	Deoram	Curr_OBE	NO
University of Johannesburg	Smith	DPJ	Dawie	Gen_Learning styles	ES



University of Johannesburg	Stuart	AD	Anita	ECD_programme	NO
Stellenbosch University	Swartz	L	Lesley	BE_special needs	NO
North-West University	Van der Walt	JL	Johannes	Int_lang	ES
Tshwane University of Technology	Van Niekerk	JGL	Jacobus Gideon Louw	Int_lang	ES
North-West University	Van Rensburg	E	Esmé	Int_creativity	ES
University of South Africa	Van Wyk	JN		Prim_WSE	EE
University of Pretoria	Walton	CR	Cristopher	Prim_Curr_music	ES
North-West University	Wissing	MP	Marié	Sec_youth development	NO

### **Discussion:**

Our analysis of the production of doctoral dissertations with specific focus on educational intervention studies revealed that there was at least 29 such studies in SA over the past twelve years. Although this is not an insignificant number (compared to the number of dedicated peer-reviewed journal articles in the field), we also found that a small proportion of these (6) resulted in journal publications. Our analysis of the profiles of the supervisors of these studies reaffirmed an earlier point about scholarship in this field. We found that a small number (8) of supervisors have some publication visibility in educational evaluations. Our concluding assessment is that the field of educational evaluation is simply not an area of specialisation amongst South African scholars. Those who publish in this field are few in number. Those who supervise students in this field are equally small in number (and not necessarily the same as the previous group). It is more often the case that scholars in the general field of educational research occasionally would supervise students who have an interest in evaluating a specific educational intervention.

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## Section 4: Analysis of the capacity and needs of black evaluators

The main objective of task 4 was to inform the strengthening of black individuals capacities to conduct evaluations through an analysis of the needs and capacity of black evaluators. Additionally, this encompassed an analysis of the internship and/or mentorship strategies in place in evaluation agencies. This section presents the findings from the qualitative data in terms of both these objectives. The section is structured along the key themes investigated in the interviews.

### 4.1 Contextual introduction

A recent study for the Twende Mbele initiative between the governments of South Africa, Uganda and Benin (Phillips, 2018) provides some insight into the evaluation demand and supply side dynamics in South Africa. Phillips' (2018) diagnostic study is a useful starting point for understanding capacity building in the local evaluation space.

An important finding on the supply side is the difficulty with defining an evaluation consultant or evaluator. A number of evaluation suppliers often form temporary associations with individuals that hold required qualifications and expertise when bidding for evaluation work instead of hiring permanent, specialised evaluation staff. Where staff is hired, there is a preference from suppliers to prioritise sector expertise and experience with evaluation methods over specialisation in evaluation if the candidate only has limited sector knowledge. Suppliers indicated that they have various forms of support in place to develop evaluation capacity and encourage attending training courses, although this does not mean their staff necessarily identify as evaluators.

The diagnostic presents an outlook of increasing demand for particularly government evaluations that is projected to likely outstrip supply. This will place further pressure on capacity and skills development on the supply side to meet this demand. A key recommendation is a thorough assessment of the skills gap to be undertaken to inform the training requirements. Additionally, the current debate on minimum competency requirements for evaluators needs to reach clear conclusion with consensus that it can be used to identify the M&E skills gap in the public sector.

Against this backdrop, it is understood that those who identify as “black evaluators” or “black evaluation consultants” have varied and diverse origins, professional experiences and qualifications.

## 4.2 Path to becoming an evaluator

The path to becoming an evaluator is not linear and unlike the career path of professionals in disciplines with longer histories such as accounting, law and engineering. None of the interviewed black evaluators were aware of or had completed undergraduate degrees that specialised or given them more than introductory exposure to evaluation. As the quotes below capture, respondents were previously on different career trajectories and either discovered evaluation through a job or learned about it in a university course. In terms of the former, the findings from the interviews suggest that the job served as a foundation to pursue evaluation as a career path. The jobs were found through online job searches and were not necessarily directed toward M&E roles, but rather aimed at roles that matched interviewees skills.

“I kind of just landed into my career. Initially I wanted to be a junior diplomat, then I could not get into the programme and decided I need to do something.” [12]

“So, I did not even know anything about evaluation, I studied development and population studies. Through that I had a module on evaluations and I was very interested in that module and that is how I got to learn about evaluations.” [15]

Respondents’ reflections on the reasons for their entry into the field suggests that this is both a product of the nascent development of evaluation practice in the country, as well as limited promotion of career pathing into the field from the variety of potential preliminary feeder undergraduate degrees that are available at the university level. Having discovered and been exposed to evaluations, all the respondents indicated that they foresee a long-term career in evaluation. The reasons for this include an acknowledgment of the value of evaluations, enjoyment of the research aspect, fit to personality and a perception of a national trend is towards more evaluations and more roles requiring this skillset in the future. When asked whether they would change anything about their career trajectory or whether they would reapply for their current jobs, most respondents stated that they would not change anything, however reflections also highlighted barriers in the industry and with their employers. These are discussed in more detail in the section on barriers below.

## 4.3 Relevant career success factors and enablers for black evaluators

Respondents highlighted several key factors that they believe have played an important role in their career progression to date. These include the nature of their educational qualification, available

opportunities in the form of internships and work experience, personal traits and financial support from parents. Personal and professional networks, the role of organisations, mentors and role models in the industry were also discussed. Furthermore, a few respondents noted the benefits of non-M&E positions held prior to their current role.

#### 4.3.1 Qualification

While mostly referred to implicitly in the description of respondents' path to becoming evaluators, the quote below highlights the role of education in the path to becoming an evaluator, particularly the role of university degrees.

"Education - you cannot do M&E without some form of qualification. You cannot just go from matric to M&E. It's like being a doctor, without a medical degree." [12]

All of the black evaluators indicated they'd completed a Bachelors' degree, four of the five are in possession of honours' degrees and three have Masters' degrees. The fields of study include education, geography and environmental sciences, sociology, population studies, economics and international development studies. This diversity and range provides further evidence of the non-linear path leading to evaluation and suggests that field of study is not a determinant of entry into the field. The following quotes from evaluation agency staff offering internships further supports this finding:

"I've had interns from a range of disciplines. You want to hone their skills – the exposure is there. My responsibility is purely for evaluation. So, in my unit yes, all the work they get exposed to is related to M&E. Sometimes impact evaluations, sometimes M&E frameworks..." [18]

"Personally, I prefer someone with a M&E course or currently studying M&E. More widely available now and more useful to have that theoretical grounding. But not exclusively. But definitely relevant subjects, e.g. social science, or it could be education." [19]

Moreover, as the quotes above suggest, the findings from the interviews of evaluation service providers suggests that while the diversity of field of study is expected and anticipated by service providers, there is also an interest in recruiting candidates with M&E experience at a university level or with some related qualifications.

#### 4.3.2 Work experience

Each of the respondents' paths also included the completion of one or multiple internships or work experience immediately following, or concurrent to, the completion of their degrees. Respondents identified this as a crucial intermediate step for training and accumulation of necessary foundational skills. These opportunities ranged from three months to a year in terms of duration. Three of the respondents completed non-evaluation related internships, one in retail, one in research and another in environmental management. The two respondents with internships in evaluation include one completed at a government department and another with a private sector organisation. The latter position led to permanent employment at the company.

#### 4.3.3 Personal traits

In addition to this, respondents also spoke of personal traits such as self-drive, being a team player and determination as important for their skills development and job performance. Family challenges experienced during upbringing and barriers experienced were considered by respondents through the lens of "character building" and shaping their subsequent experiences.

#### 4.3.4 Financial support from family

While not listed immediately by all respondents, financial support emerged as an important factor for career success. In addition to the emotional support received from family, the quote below captures respondents' perspectives on the crucial role played by parents in supporting them financially. This was through supplementing internship stipends and through providing loans for further studies. This material support emerged as a key enabler of the individual agency to select opportunities that provided exposure to evaluation. The following quote explains:

"So, definitely the support of my parents, with no doubt. Through my internship I was earning R5000 living in Pretoria. I had to lean on my parents quite a lot. Their support has been, without a doubt, what has led me here." [15]

This material support is highlighted as an important enabling factor that explains the interviewee's career progression to date. There was also recognition from respondents that this is not common experience of peers in the labour market, some of whom are under pressure to support their families.

#### 4.3.5 Personal and professional networks

All respondents noted the importance of personal and professional networks in their career development. Two of the five found out about their current jobs through friends and family and some

respondents learned about skills development opportunities through colleagues and alumni groups from university. Respondents also noted the role of the emotional support provided friends, family and religious community in the form of encouragement and assistance through challenges. This kind of informal support, unique to the respondent's respective context, but not necessarily specific to evaluation, appears to be part of the layers of support instrumental to securing work for new graduates.

#### 4.3.6 Mentorship and role models

None of the respondents had an explicit mentoring relationship at the time of interview. However, as the quote below suggests, there are instances where the relationship is characterised by elements of mentorship as well as cases where mentorship is conflated with either supervision, role models and professional networks. The perspectives from service providers sheds further light into this confusion with a few noting that project demands constrain their ability to properly mentor interns and their role is limited to supervision and management, which is also limited during busy times. The following quote from a black evaluator illustrates this experience:

“...[my supervisor] sits me down and tells me what's happening within evaluations. Anything she feels I can benefit from. I can bounce ideas of her. She encourages me to be innovative. She is like a critical friend...I would not say I have [a mentor], but it would be my networks. Mentorship is from my professors at university because they would tell me about opportunities.” [15]

When asked about evaluators that they look up to most, respondents listed well known individuals within the local evaluation sector, as well as senior management in their respective places of employment. In most cases, these role models' traits and attitudes serve as inspiration to aspiring evaluators. There is also evidence of direct support in the form of supervision or coaching where respondents worked closely with the role models they listed.

#### 4.3.7 Benefit of non-M&E roles

Respondents were probed on the lessons learnt from positions held prior to their evaluation roles and a number identified transferable skills such as writing, project management and understanding of public policy. When asked about the relevance of previous work experience in the retail sector, one interviewee highlighted how the project management skills that they gained through this job proved useful subsequently. This was the case for two other interviews whose views suggested an external

locus of control in that they held the belief that they are “here for a reason” [13] hence even with an opportunity to choose a different path, they would not change anything.

Sometimes non-M&E roles also provide exposure to what a young professional does not want to pursue as a career. Another benefit of a non-M&E role for one interviewee was validation that the career was not well aligned to their interests.

#### 4.4 Key career barriers faced by black evaluators

An array of barriers was noted by respondents with varying degrees of importance and common experience. It is also important to note that one respondent expressed that they had not faced any barriers in their career trajectory to date attributing this to support received from family.

##### 4.4.1 Access to information

As the quotes below demonstrate, a key barrier noted by most of the respondents is limited access to information at three levels: at the level of qualifications and course information; in relation to job opportunities and organisations; and the transferrable skills and competencies that M&E provides a foundation for.

“Access is important. I think a lot of people do not know what they are doing and there is no information. If I was not in project management I would not be informed about M&E, I would not see this as an important part of my work.” [11]

“It was mostly by chance that I came into M&E. I think the exposure of the field should be increased. Maybe at a university level as part of courses and not as an afterthought.” [14]

The first area of need for access to information identified by respondents was about M&E and exposure to it prior to deciding on a field of study when respondents left high school. The second is information about jobs in the evaluation space, with one respondent noting that evaluation agencies are not “visible” [12]. Their experience with searching for jobs was interpreted as indicative of the limited size of the industry. The third was less prominent but referred to access to information about the importance of M&E to most jobs and the need for wider promotion of M&E as an essential competency. Respondents noted that M&E is essential to any programme and hence will be integral to management roles and programme activities. There was sentiment that this knowledge is not mainstream, both in government and in the private sector, due to limited access to information that educates programme managers about the role of M&E in programme implementation.

#### 4.4.2 Skills development and funding

The national challenge of structural unemployment was alluded to in terms of the availability of jobs in the economy but a scarcity of people with skills to occupy them. For those in jobs, employers provide opportunities for skills development in the form of training provided and on the job training which serves as an important enabling factor. However, there was also sentiment that personal initiative, or as one respondent put it, “your own additional support”, is required to develop ones’ skills. A key challenge raised with respect to skills development is funding. While some respondents received financial support from employers to study further, another noted that this is a critical challenge with cost as a key barrier to accessing accredited training. Additionally, unlike established disciplines where a systemic pipeline of funding exists both from the private and public sectors in the form of bursaries and scholarships, evaluation specific funding remains limited. This is closely linked to the limited opportunities to study M&E at university known to the respondents, which tends to be where funding for accreditation is channelled.

#### 4.4.3 Race and gender

Given that the study focuses on black evaluators, respondents were probed on the perceived influence of race on their career to date. The perspectives are mixed with some respondents stating that they have faced no barriers with respect to race or gender in the case of women and others noting mixed experiences of being a black person in the labour market.

“Being a black woman in South Africa is both a blessing and a curse. It’s a blessing in the sense that there are a lot of opportunities for black women if they want to put black women in certain positions. It’s a curse because they are just trying to fill numbers. You will get the opportunity but once you get there is nothing to nurture that. It’s just to fill the numbers to say that they employ black people. That’s seen as transformation and it’s not really transformation.” [I2]

As illustrated by the quote above, there was acknowledgement that race, and gender are both an advantage and a disadvantage. The positives are in the form of access to opportunities where there are incentives or pressures to transform the workforce; however, these opportunities are also seen to only serve the purpose of “window dressing” [I1] instead of real empowerment for previously disadvantaged individuals. Additionally, one respondent noted that companies, due to pressure to transform, may dedicate resources to increasing black evaluators in their teams, but not give them a significant role to play.



External to the work environment, a challenge that most black professionals face is responsibility to take care of family members. This resonated with one respondent that noted that “black tax” is a challenge that disproportionately affects black people and defined it as the added responsibility for black people to maintain and sustain other peoples’ livelihoods. This is understood to be potentially limiting to the agency of individuals when considering moving into a newer field such as evaluation or one in which remuneration prospects are not as certain as in other professions.

#### 4.4.4 Industry and organisational culture

Industry and organisational challenges with culture and conditions of employment emerged as a challenge when respondents were probed about whether they would reapply for their current jobs as evaluators. Long working hours and lack of flexibility were noted as a key evaluation industry challenges that would influence their decision to consider a different path. Hence, although an interest in evaluation has been developed and the respondents saw themselves staying in the field in the long term, the work demands were seen as key barriers related to the field and not necessarily just their current jobs.

This resonates strongly with the reflections from service providers with respect to challenges that they face when implementing their internship programmes. It affects both recruitment in that an important factor is finding someone that can cope with the pace of work and it also affects the quality of the internship when project needs often create internal team composition with skilled staff preferred for efficiency in project delivery. This challenge is discussed in more detail in the section below.

Clarity on role and job description during an internship was also cited as one challenge that, if resolved, would have enabled a smoother transition from university to work. The remuneration earned at a job was a factor that one respondent placed as paramount, stating that they would leave their current supportive work environment for a job with higher pay, even if the work environment at the new job was less conducive to their development. Lastly, linear structure and size of the company was noted as a barrier for upward mobility as there are few opportunities available for internal promotion.

#### 4.5 Infrastructure of support available to black evaluators

In addition to personal support from family and friends, the support provided by external stakeholders was also probed in the interviews, namely support provided by government, higher education

institutions, professional associations and private sector organisations. An in-depth account of the support currently provided by the latter based on interviews with services providers is provided below.

#### 4.5.1 Role of government

The role of government within the evaluation space was pointed to by respondents as an area where greater support could be provided. Government is currently perceived to be providing minimal support due to M&E's perception as non-integral to management or programme support in the public sector. Respondents expressed the role of internships in the public sector should be more focused on exposure to M&E and not just general internships. Respondents also indicated that they believe government should also be capacitating department staff to conduct their own M&E, instead of one department being responsible for evaluations (e.g. DPME). One respondent proposed that government should raise awareness across all spheres of the public sector, particularly municipalities, so that demand for evaluations can be increased.

There is also a perception that government could do more to ensure the commissioning evaluations to a growing pool of evaluators. Some respondents identify the potential benefit of ensuring diversity in the assignment of work in support of capacity building in the sector.

#### 4.5.2 Role of higher education institutions

In terms of universities, it was found that there was low levels of exposure to M&E at university level amongst the black evaluators interviewed. One respondent saw it as a significant gap that opportunities to study M&E were only available at the postgraduate level and not at the undergraduate level. There is also a sentiment that the current delivery of M&E at higher education institutions is as an afterthought within a course and that dedicated degree offerings could address this.

#### 4.5.3 Role of professional associations

Four of the five respondents referred to SAMEA when probed about their involvement in professional networks. Three were members and one was interested in participating, however their employer did not fund the registration costs. The role of such an organisation for ensuring consistent knowledge sharing, providing access to opportunities and capacity building activities was commonly acknowledged.

Among service providers offering internships related to evaluation, professional associations such as SAMEA are considered important for ensuring the promotion of M&E as part of the life cycle of a programme and for creating a community with which young professionals can identify.

#### 4.5.4 Role of private sector organisations

##### *Creating awareness of career opportunities, internships and training*

Internships, career expos and funding for training were identified as strategies for private sector organisations to contribute to support for black evaluators. Four of the five respondents all completed internships or had short term work experience prior to permanent or contract employment with benefits including exposure to work and training. One respondent noted that a disadvantage of current limited participation of private sector organisations in career expos is a failure to attract young people that can bring vibrant ideas to the organisation. In terms of funding, one example noted was a M&E service provider that offers bursaries, but mostly for economics. While seen as positive that some are for M&E, the respondent noted that these should be increased as M&E is its own field and it should thus not be assumed that economics graduates will be prepared to practice M&E or undertake evaluations solely on the basis of that qualification. Private sector funding support was highlighted as necessary for support with skills development.

##### *Evaluation service providers' strategies to develop black evaluators*

Among the six evaluation service providers interviewed for this research, four had structured formal internship programmes, one took in interns on a needs basis and the other did not offer any opportunities but recruited young and emerging evaluators in junior positions. The key findings from these interviews include an understanding of the considerations that influence the decision to run an internship programme, the programme design features, the indicators used to determine success and the challenges that evaluation service providers' encounter in implementation.

##### *Considerations for implementing an internship programme*

**Alignment to company values and objectives.** The company values and overarching objectives inform the implementation of an internship programme. These include:

- a commitment to growing new talent;
- a commitment to the development sector more generally;
- capacity building as integral to empowerment; and
- a belief in supporting young black emerging evaluators and/or research staff.

This resonates with reflections from black evaluators who all report positive experiences at work as an important enabler for career development. Respondents shared this perception, using descriptors such as nurturing, supportive and encouraging to speak about their positive experiences of the organisational culture as it related to their own career growth and development. This related particularly to the management style, the opportunities provided for learning and the general culture of support in the organisation.

Respondents of evaluation agencies offering internships also noted independence and collaboration as important for a conducive environment stating that work environments are characterised by “a lot of creative and research freedom” [12] and “sharing of knowledge” [13]. Insights could also be gleaned about respondents’ perceptions of non-enabling management styles in an organisation from how they described what their organisations were not e.g. “not micro-managed” [14] and “not a talk down approach” [11].

“Another one we are now very aware of – is not to overload them. One project manager asks for this, another one for that... we are cautious now about that.” [17]

This resonates with the reflections from other service providers on what they consider in the design of their internship programmes, with a few noting the importance of supporting the interns. The quote above sheds light on one of the ways that service providers are conscious of setting up an enabling environment for interns to succeed.

**Benefits to company.** In addition to alignment to company values and objectives, the benefits to the company are considered. One benefit of having interns is cost efficiency. The support received from interns relative to their cost is considered a benefit, however this is only the case where the right candidate(s) is selected. The second is the benefit of new ideas created by diverse workplaces as illustrated by the quote below. This is a shared sentiment between black evaluators and service providers. The following quote from a service provider captures this:

“It is invigorating and nice to work with someone who can’t relate to anything I can! Creates diversity, new ways of connecting to the world... that’s important, to avoid stagnating as an organisation, different energies and life experiences. For me that’s about gender, colour... also religion... age... all those things matter. And internships are a useful way to do that to bring in something different.” [16]

Internships are seen as instrumental to ensuring this diversity and bringing in new perspectives and energy into the business.

Another benefit is building a recruitment pipeline where the internship is seen as critical pathway to recruiting junior staff. However, there is acknowledgment that this is not necessarily easy given direct competition with the high paying employers, especially for skills that are scarce such as modelling and data analysis. There is also the benefit of learning for the organisation in the process in terms of understanding their hiring needs and the best person for the role.

**Organisational needs.** A crucial consideration is the organisational needs at the time of recruitment was emphasis on availability of work for the new recruits as well as the financial resources to pay a stipend. The following quote explains this consideration:

“...[recruitment is] also based on what anticipated organisational needs will be – a bit of a balancing act. Never know exactly how much work – a lot of our work is consultancy type work.”

[19]

The design of the programme is also informed by needs of recruits, with one respondent noting that the certainty created by a permanent junior role provides security to the employee to build their skills. Depending on the company size and pipeline of work, it may be less risky to employ someone with one year of work experience elsewhere and certainty that they will stay in the industry. On the other hand, another respondent noted that internships are now the only way in which juniors are recruited into the business as it is a cost-effective way to build someone’s skills.

#### [Programme design features](#)

An overarching theme that cuts across all the service providers’ programmes is creating an environment that is conducive for learning and training inexperienced young people and introducing them to the world of work. The following features of the programmes speak to how this is achieved in the various offerings.

**Overall structure.** For structured programmes, the duration of the programme ranges from 6 months to 3 years. The latter is a programme for PhD interns to work part time while they complete their studies. Two service providers noted that they increased the duration of their internship programmes to increase the exposure for the intern. In one instance the change followed feedback from interns in

exit interviews that the six months was too short to fully understand the sector. The work conditions for interns differ by programme, in one case they are required to work 32 hours a week, in another there is a requirement to spend 60% of the time on curricular studies and 40% on work tasks and in yet another, they work 40 hours a week. The programmes that are not structured do not focus solely on M&E and interns work broadly within the organisation.

**Recruitment process.** This occurs differently across the service providers. In cases where a formal programme is in place, recruitment either occurs through placement from other companies, placement through a research body or direct advertising and interviews by the service provider most commonly. With respect to important factors, competency and ability to deliver on the work ranked very highly among most of the service providers with one respondent stating that “company fit” was a secondary issue. While employment equity is also considered important and a funding requirement for one service provider, there is evidence that this is not necessarily realised in practice. As the quote below indicates, low stipends can act as a barrier to hiring black South Africans as there are alternatives available in the market for qualified black graduates at higher pay.

“It’s quite difficult because I know many young people, black South Africans in this sector, often get snapped up by government and we can’t pay those salaries. It is tricky for us...” [17]

Moreover, a 100% black-owned evaluation service provider noted that since the company is already BB-BEE compliant, recruitment decisions were solely based on preference, suggesting that the hiring of black South Africans would only be priority where the regulatory imperative prevailed. The requirements with respect to qualifications raise the question of what an intern needs to already know prior to the job compared to what learning opportunity will be provided through the internship. Some service providers note that prior experience in the field and sector knowledge are important considerations, while others only require progress towards or completion of a postgraduate qualification.

**Stipend or salary.** There was recognition among most service providers that given the socio-economic context in the country, a stipend or salary is required, however the pay scale varied considerably between service providers. The lowest pay was a R4500 stipend for recent graduates with graduates of similar profile earning R15 000 at another employer. Moreover, one service provider pays approximately R20 000 per month to postgraduate candidates for only 40% of work time.

**Induction programme.** It is not widely common to have a structured induction programme in place to introduce interns to the workplace. A few service providers provide a planned programme and orientation while others either do not have anything in place or simply provide a set of documents for interns to read.

**Funding.** Except for one case where funding for the internship is subsidised by the state, most service providers fund internships from their own resources which place constraints on how many people can be recruited. One service provider also offers learnerships and these are paid for by SETA. These are not necessarily targeted at M&E.

**Training.** This refers to additional courses and qualifications beyond on-the-job training implicit in the internship programme. None of the service providers have an explicit training policy in place that describes what training interns are eligible to receive as part of the programme, however a number do offer in house courses or will partially or fully pay for courses or part-time study. In one case the service provider indicated training was based on need and tailored to a specific area of development required for delivering on project work.

**Mentorship.** Service providers with structured programmes did have some form of mentorship in place but with varying degrees of structure around it. In some cases, a clear mentorship plan was created between the intern and then mentor, in others it was not always clear whether regular meetings were taking place.

“They are formally assigned. But no specific structure. The nature of the relationship depends on the pair. They draw up their own plan. How often to meet... and what they will focus.” [18]

However, the general practice was to not follow up on the success of the relationship formally. There was also some evidence that mentoring was getting conflated with supervision or management of the interns. The extent to which black evaluators receive sustained guidance and support for enhancing and developing their craft from experienced senior evaluators is one area that could be formalised. In addition to mentoring, a few organisations provided interns with an opportunity for internal peer learning and knowledge exchange and encourage participation in established associations in the industry such as SAMEA.

### Indicators of successful implementation

Service providers use a few indicators to determine whether the internship was a success. These are directly linked to the internships objective and include: retaining of the intern in the company; the intern finding employment elsewhere; the intern remaining in the industry; and where they were still studying, completion of their degree is noted as a success metric. Some service providers noted that the intern gaining insight on what career path they wanted to take was also a success and the experience and learning gained was also seen as important.

“Even if they have better insight – realising they *don’t* want to do this – that’s a valuable experience in your professional development.” [16]

The metrics tend to differ based on whether the service provider sees internships as learning first and then a training opportunity and hence have limited expectations with respect to retainment or whether the internship is being used as a vehicle for recruitment and hence the process needs to yield the appointment of full time staff. The former tends to be a view held by service providers without capacity to absorb interns and career path them internally.

### Barriers to successful implementation

There are a number of barriers as well as challenges that service providers experienced in the process of implementing their internship programmes. The most commonly cited challenge which can act as a barrier depending on the organisational needs and context is the support and supervision required for interns which, as illustrated in the quote below, becomes a problem when deadlines are tight, and work needs to be delivered.

“Whereas the internship, this is more capacity building. You sometimes put them on a project. Putting an intern means doing additional work, so if delivery timelines are tight....” [18]

In such contexts, the quality of the work product is directly traded-off with the quality of the experience for intern. This is more pronounced in contexts where interns’ performance is not satisfactory and hence they are perceived as a risk on the project.

Another challenge faced is with funding for the interns, internal pressures affect if and how many interns a service provider is able to take on. Even in the case where the interns are state-subsidised, challenges with government austerity measures impact on the financial resources available for internships and more internal resources are required to sustain the current level of internship provision. Service providers noted that, if external funding were available, it would make it easier for



them to recruit interns, however it is not clear how this interacts with the challenge of support required to do so. One service provider attempted to apply for funding from SETA to fund stipends, however this was unsuccessful.

Service providers also highlighted the importance of finding the right person that aligns with the company as a challenge. In particular, wrong choices have often led to interns who struggled to assimilate to work culture and pace of work.

“The intern’s deal includes be comfortable working at home, or coffee shops. Have to motivate yourself. Treated like a grown up. Takes a certain type of person. The people who work [here]. Some interns in the past really struggled with the job intensity, things change every 5 minutes. Client phones and whole work plan shifts.” [I11]

In the case of co-curricular postgraduate internship placements, there were challenges with a mismatch between the student’s area of study and their work content. Such challenges bring up conversations around the objective of the internship as a place to learn vis-à-vis the benefits to the company of having an intern and how much scope should be provided for making errors.

In terms of challenges faced by the interns themselves, service providers noted that for part-time workers, balancing work and studies becomes significantly challenging when the topic of work is different from the dissertation topic. There is also a challenge where the service provider does not fully understand the university process and are thus unable to support students with approval processes of dissertation proposals. Less prominent barriers include the potential for interns to become competitors in a market that is already perceived to be small.

#### [Interest in expansion of existing programme](#)

Most of the service providers expressed an interest in either expanding their current programme or formalising an internship programme where none exists or is currently ad hoc. However, several factors constrain the likelihood of acting on this appetite. In one case, the respondent noted that the challenge was not appetite but rather funding for salaries. Other constraints include business model which requires minimal overheads for the business to be financially viable and limitations of company size due to a desire to remain small or medium sized.

## 4.6 Discussion

The analysis suggests several consistencies with findings from the literature in terms of contributing factors to career success. The role of education and qualifications echo the findings from Judge et al (1995), while the effect of mentorship and networks on access to information on opportunities aligns with the findings from Doubell and Struwig (2014) and Nabi (2005).

An insight from the analysis that was not highlighted in the literature is the critical role of financial support during the early stages of one's career either for completion of an internship or short-term work experience where stipends are too little to fully cover the cost of living, or for further higher education qualifications. This also emerges as a key barrier for those that did not have the benefit of parental support. External stakeholders such as government and private sector organisations are noted as potential people to fill this gap. Additionally, work experience, even if not M&E career related, still carries value in the form of transferable skills and exposure to work practices.

A key challenge to growing the supply of evaluators in South Africa is access to information of potential or prospective evaluators at different levels. This finding highlights the need for the promotion of available courses in M&E at university level, marketing of M&E as a profession and better targeting of available jobs in the sector.

Similar to the findings by Booysen (2007) the influence of race in the experiences of evaluators mirrors those of other previously disadvantaged professionals in the country in that the increased access to opportunities is not always perceived as translating to real support for skills development and appreciation of diversity in the workplace. This suggests that the underlying intention of legislation targeted at addressing prior disadvantage is not being adequately realised in practice.

Nonetheless, a number of service providers have established internship and mentorship programmes that are aimed at improving skills development for young people entering the labour market and most cases expose them to evaluation work. The programmes vary in design features, however they all seek to create a conducive environment for learning while at the same time reaping various benefits for organisations such as improved diversity, cost effectiveness and serving as a recruitment pipeline for full time staff.

Key differences in the fundamental purpose of an internship emerge when analysing the metrics that are considered to evaluate the successful implementation of the programme. For companies that see

the opportunity as purely for learning with no expectations of loyalty from the intern, any form of employment is considered a success, even if it sits outside the company and outside the sector. Where the opportunity is integrally linked to the company's own objectives, retainment either in the company or in the sector is seen as more important. These differences seem to also manifest in the recruitment considerations of the company, with the latter view resulting in a requirement for some prior experience or evidence of competency and skills versus leniency in terms of technical skills if the intern is motivated and can rise to the opportunity.

The evaluation service provider's prominent challenge is the balancing act of providing a worthwhile learning experience for interns that does not come at the expense of maintaining quality project delivery. This is a particularly important challenge to note as the reflections of black evaluators and service providers alike is of an industry that is fast paced with project demands a constant feature of the work environment. This may call for a relook at how structurally, the commissioning of evaluations can be redesigned to accommodate capacity building either through extended timeframes or increased budgets (or ring-fencing of budgets) that reduce the need for the trade-off between interns and more skilled staff when deadlines are due. This would also address the funding constraints that are cited as key barriers for greater investment in capacity building and expansions of internship programmes.

Despite these challenges, the experience of service providers suggests organisational learning and growth with respect to the design of such programmes and understanding what and who they are looking for and how to recruit such candidates. There is also evidence of incorporation of intern feedback into the process to help improve the delivery of these programmes.

## 4.7 Conclusion

Task 4 sought to inform the strengthening of black individuals' capacities to conduct evaluations through an analysis of the needs and capacity of black evaluators and an analysis of the internship and/or mentorship strategies in place to develop black evaluators. The findings from these analyses suggest that there remains scope to strengthen both the organisational and individual level support that is currently provided to black evaluators.

In addition to existing initiatives to strengthen the quantity and quality of the supply of evaluators to the market, evaluation service providers are interested in developing or expanding existing internship and mentorship programmes; however, a key barrier to doing so is funding constraints and the nature

of the project delivery. The realities of the market leave limited room for the close supervision required to upskill a new entrant into the field.

At an individual level, pertinent challenges to skills development remain access to funding and information about opportunities that do exist. There is also a challenge with ensuring that once obtained, these opportunities materialise into transformative change in terms of empowering previously disadvantaged individuals in the sector.

The findings suggest multiple intervention entry points for the Zenex Foundation, and other evaluation stakeholders, to build the M&E capacity of organisations and individuals by addressing the barriers highlighted above. Firstly, as a procurer of evaluations, the foundation can review the design of evaluation projects to understand the ways in which their delivery currently inhibits the effective incorporation of juniors in the team and remove these barriers. Secondly, the foundation can make it an explicit requirement of their evaluations that a certain proportion of project hours is allocated to previously disadvantaged individuals and monitor this. Thirdly, it can contribute to alleviation of the funding gap for skills development either through direct funding provision to individuals or funding the placement of individuals at evaluation service providers for completion of internships. Lastly, there is also an opportunity for Zenex to use existing platforms it currently participates in to advocate for broader donor involvement in strengthening the capacity of black evaluators and partner with others to increase the reach of these interventions.

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## Section 5: Analysis of donor, approaches and donors needs in undertaking education evaluations

### 5.1 Analysis of donor approaches and needs in undertaking evaluations

The main objective of focus area 5 was to strengthen the enabling environment for evaluations through an analysis of donor approaches and needs. This entailed the electronic survey of donor organisations followed by semi-structured interview of representatives from ten donors organisations. This section integrates the findings from the electronic survey and interviews around the key themes which structured the survey and interview schedules.

### 5.1.1 Emergence of evaluation practice in donor organisations

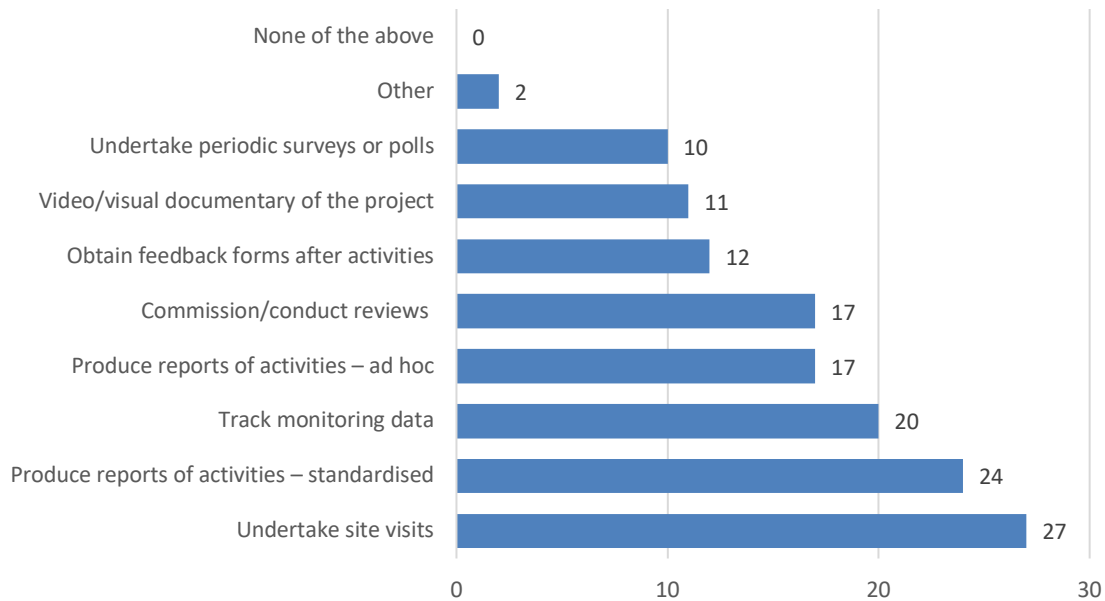
All the donor organisations expressed a strong demand for M&E, and increasingly for evaluations specifically. It is common for donor organisations to have been established without much attention to evaluation, but for this need to have emerged very strongly over the last decade or the last few years. Usually evaluation has become a priority in response to the information needs of those providing the funds (the founder, parent company, etc.). A number of interviewees explained that their organisations began their evaluation efforts because those providing the funds were asking questions such as “are we making a difference?” (I18), “is the money you spent doing the things you wanted it to do?” (I17), “what impact their programmes have on social development” (I21), and “to see if the funding was useful” (I13).

In one case a donor also indicated that it was influenced by the principles and requirements of a professional board to which it subscribes, including principles and requirements around monitoring and evaluation. While few donor organisations are subject to the same kind of regulatory framework for general / mainstream education interventions, other respondents made reference to professional associations, conferences and bodies that had informed their exposure to monitoring and evaluation.

### 5.1.2 Maturity in M&E practice

Respondents from the interviewed organisations gave indications of various levels of “maturity” when it comes to evaluation practice specifically. This is consistent with survey findings that while all donor organisations undertake some form of M&E practice, but not all commission evaluations.

Does your organisation currently undertake (or require grantees to undertake) any of the following:

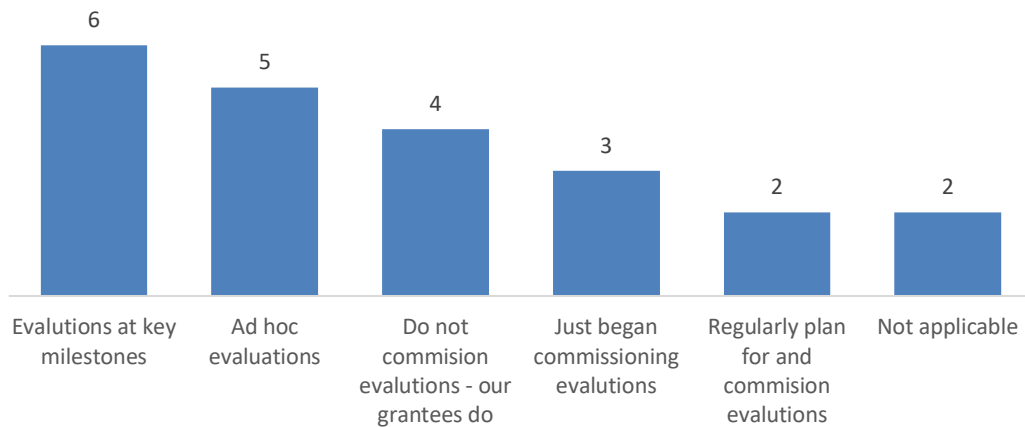


**Figure 2. Activities undertaken by organisation**

Respondents<sup>4</sup> were asked to identify which of the activities their organisation currently undertakes from a list of options presented on **Figure 2**. All 34 of those who responded indicated that they undertake at least some of these activities. The top three activities that organisations undertake were site visits, producing standardised reports of activities and tracking monitoring data as shown above. A subsequent question asked whether the organisation had commissioned any evaluations over the past two years. The 25 out of 32 respondents who answered in the affirmative (78.1%) were asked further questions about their evaluation practice. Among those, about a third of respondents schedule evaluations at either key milestones (6) or in relation to planning cycles (2). Similarly, another third of respondents only recently began commissioning evaluations (3) or do so on an ad hoc basis (5)

<sup>4</sup> A few respondents dropped out over the course of the survey. There were 34 respondents who answered this battery of questions.

Which of the following describes your organisation best?



**Figure 3. Activities best describe organisation**

As one can see from types of questions (quoted above) that sparked the emergence of evaluation practices in the interviewed donor organisations, the initial emphasis of evaluations has often been on impact or outcome evaluations. Electronic survey respondents were also asked to indicate the focus of their evaluations specifically for evaluations that organisation had commissioned in the past two years. As **Figure 3** confirms, outcomes and impact are the primary focus of the evaluations that have been commissioned in the past two years by donor organisations. There is a considerably lower emphasis on formative evaluations (e.g. diagnostic/clarificatory and process/implementation) among respondents to both the electronic survey and those interviewed.



**Figure 4. Focus of evaluations commissioned in the past two years**

Despite this stated preference for summative evaluations, none of the ten interviewed organisations have conducted or sought to commission a randomised controlled trial. Only one of the interviewed respondents has been involved for a quasi-experimental study (using delayed rollout to create a counterfactual) (I15). It is notable that there is no trend toward RCTs among the donors studied. Although there is an interest in understanding “impact / outcomes” evaluations are the most common ones, the interviews suggest that these are very rarely experimental or even particularly rigorous. Two interviewees specifically mentioned that they have considered RCTs but found them ethically problematic. The scale of some of the interventions may also preclude RCTs for some organisations. None have mentioned alternative strategies for dealing with attribution. Again, this is an area where clearer guidance and examples could benefit donor organisations in the South African education space. Thus non-experimental outcome evaluations appear to be the most common among these organisations (although none used that language to describe them). However, there is wide variation in the extent to which these evaluations are supported by broader institutional understanding, frameworks and practices around evaluation – what comprises “maturity”. The discussion below deepens the discussion on maturity, drawing on the qualitative data from interviews, in terms of (1) internal understanding of evaluations; (2) institutional mechanisms to define and guide evaluation practice (e.g. policies; evaluation frameworks; regular events linked to evaluations).



### *Internal understanding of evaluations*

Interviewed respondents revealed that most of their organisations have come to prioritise evaluation in the last decade; some in the last few years. This reflects in their varied internal understanding of and expertise related to evaluations – and M&E more broadly. A number described their organisations' appetites to expand their staff's M&E expertise further (this is described further under 5.3 below).

Two organisations (I16 and I21) spoke of a well-established approach to M&E, with a clear set of steps and requirements for implementing organisations / partners to follow, which flow into a larger institutional M&E practice. Another two (I17 and I18) described steps taken in recent years towards a more comprehensive and integrated framework:

“Our appreciation for specialists of M&E grew over time... We thought the [grantee] organisation can just do it. The kind of M&E that we had was one where you just count numbers, outcomes or output-based. It was basic M&E process that was followed, as an organisation we did not have a clear M&E framework... We used [an] M&E agency to commission, asked them to conduct a baseline study of all portfolios and tell us where we are at. It was particularly difficult to measure because we did not set up the system and it is difficult for people to collect data after the fact... The study told us we need to standardise our, not implementation, but data we expect organisations to gather so we can better track our own progress. That helped in [our] whole strategy. (I17)

[Previously it] wasn't formal M&E in place... The need was identified to look at the data differently and take an objective view and it was previously about trying to improve service than trying to understand what outcomes were in place... The purpose of [the newer configuration, which includes M&E alongside other strategic functions] was to look at historical trends in data and look at the needs and relate this back to programme delivery and whether it serves a critical need and focusing also on assurance as much as impact... [a few years later] there was a ToC, and there has been continuity to collecting data and as well as aspects of impact, value creation in society and whether or not we're making a valuable difference to a beneficiary and to the economy. There has been that transition..... the learning thinking and systems approach is now starting to feed into that and the ToC is being questioned, assumptions are being tested, and whether we are reflecting a gap in the market. (I18)

It is worth noting that in the first example, the organisation involved an external M&E agency to assist them in taking stock and defining a pathway towards a more integrated M&E system. In the second case, the growth came through hiring specific expertise and reorganising the team, a resource intensive process.

A third organisation has identified the potential value of such growing its M&E capabilities, although they have yet to embark on it:

I think we need a more strategic approach to M&E, so it will help us to say this is the impact we're making, not that we don't have the evidence now, but when you have a more centralised system of doing it you get a fuller picture as opposed to the independent programme areas. Having an M&E strategy for the entire institution will probably go somewhere to address that informing how we monitor and evaluation what we do. (I14)

#### *Institutional mechanisms to define and guide evaluation practice*

Some of the organisations described a regular evaluative mechanism, where they meet with implementers to reflect on lessons from recent evaluations to inform their work. As the survey also shows, it is rare for donor organisations to have a formal, comprehensive evaluation policy. (Only one of the interviewed organisations indicated that it has an evaluation policy, but indicated that it is not comprehensive, and did not elaborate on this further in the interview.) Nevertheless, organisations have institutionalised evaluations through various mechanisms.

Three (quoted below) referred specifically to the regular use of "evaluations" for reflection and course correction, linked to their annual or programmatic cycle. A few others mentioned similar actions but linked to "reviews" or other forms of monitoring and evaluation that do not constitute formal evaluations.

"Every year the implementers and the M&E team meet. At the beginning of every year we sit and say okay what does the evaluation of last year tell us; Any adjustments we need to make this programme, does this theory of change hold? We are looking every year, the role of my time is to guide that very specifically." (I17)

"After each programme phase, it can be 2-3 years, we are doing external evaluations. This is the external part, but it is more or less a confirmation of our own internal evaluation. If we have done our job right, there should be no surprise. It is a second opinion on something. We are doing our internal assessment half yearly, which are already along clearly defined indicators which then form a basis for discussion. We adapt our programmes half yearly. We are with the partners twice a year in the field. It is an ongoing adaption to new learnings, new opportunities." (I16)

"We've used them [the evaluations] in the course of the regular conversations with our partners. In the past, we used to have these annual partner convenings when we'd bring

everyone we funded together and it would be around a particular theme and its something that would cut across .... We'd use those spaces and the information from the evaluation that speaks to that particular issue." (I14)

While most of the organisations have been strengthening their M&E by putting more mechanisms in place and having a more formal place for evaluation in their operational cycles, one organisation has undergone an interesting transition from a more conventional approach to M&E to a lighter one. This is one of the organisations focused on individual grantees, and it supports innovation in a wide range of industries. The interviewee explained their thinking in terms of *resource implications* and *what is appropriate in an environment of complexity*:

"We've experimented a lot over the years and at this time there is no formal M&E... Rather than having an extensive M&E component as part of the project. We used to do that and we've decided it can take as much money as the intervention and the kind of things we're after is about action, contribution and incremental [change]. It [having an extensive M&E component] isn't necessarily beneficial... As [our beneficiaries] work in funding, we've built in something called contribution to change – a pared down version of the IDRC's Outcome Mapping process. To create an enhanced awareness of the person and anyone involved that we're making a contribution to change... it is almost impossible to isolate anything in terms of social intervention to say this was me, I did this... [nor is it necessarily the best use of our resources]."

### 5.1.3 The purpose and use of evaluations

Different organisations assign different purposes and uses to evaluations (and generally, the evidence generated through M&E). As discussed earlier, among the donors that were studied, three broad types of organisational models can be discerned.

The first category, funders of individuals (learners/students, contractors, and fellows), use evaluations to learn about their own organisation's influence on these beneficiaries. They tend to use evaluations to inform their overall strategy – such as assessing the appropriateness of their work in the sector, or refining their intervention model. For instance, an interviewee explained that in conducting M&E activities, they ask themselves: "Is this the right thing and does it work for our programme? And so we're constantly evaluating our own intervention into this space" (I19). In other words, the evaluation findings and recommendations apply to the organisation itself.

Organisations in the second category, (those that mostly fund other organisations) can tend to be somewhat removed from implementation on the ground, and therefore use evaluations also as a form of accountability. This can look at outcomes / impact, but can also be used to check process / implementation: “The data that we got from the evaluation would tell us that the organisations we’re supporting are doing better, they’re there and functional” (I14). Evidence generated by M&E activities has sometimes informed a decision to terminate a funding relationship with grantees (I13; I20). It is probably more common for such evidence to inform a collaborative refinement of the implementer’s work; for instance, one interviewee explained that they use semesterly internal assessments “to form a basis for discussion. We adapt our programmes half yearly. We are with the partners twice a year in the field. It is an ongoing adaption to new learnings, new opportunities.” (I16)

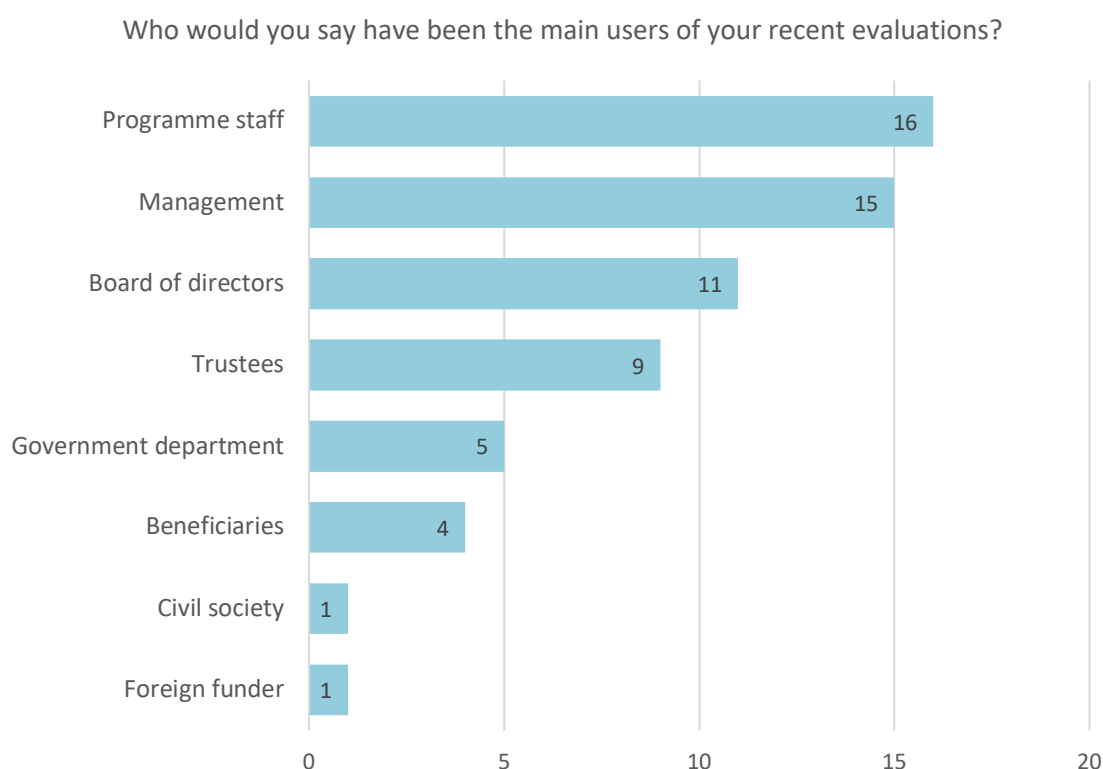
Of course, this type of organisation may also conduct evaluations pertaining to their own intervention model: These are evaluations “focusing on internally and not so much on the projects that we fund... to decide on the structure of the new [ten-year organisational] plan” (I14). One organisation commissioned an evaluation that ended up informing a decision to shift their focus from children to youth more generally, and is currently managing an evaluation to assess their education focus area: “with continued challenges, are we still in the right, relevant places; are we funding the right programmes?” (I20). These are two different types of evaluations that require distinct approaches.

The third category of organisations, which fund others while also playing a role in implementation, also cited these two different types of evaluation approaches – those that pertain to their own intervention model (“what does the evaluation of last year tell us, any adjustments we need to make this programme, does this theory of change hold?” (I17)) and implementer accountability (“Sometimes we have discussions with the partners where we see that this did not work... is this in line with what we agreed... so it forms part of management performance as well” (I17)). There are only two such organisations in the interview sample.

Another purpose that evaluations can sometimes play for donors, is to showcase their work – a kind of “public relations” purpose. While none of the interviewed organisations stressed this purpose, some did speak about using an evaluation to “celebrate” what their organisation has achieved (I18), or a donor implicitly wanting the evaluation to “make me [the donor] look good” (I19). Naturally, this shapes the use of these evaluations and the evaluation agenda going forward. The organisation that had a “celebratory” evaluation recently, then realised the need for an external (hence more objective) evaluation and has now been planning one.

#### 5.1.4 Using evidence constructively

Organisations were asked to identify the main users of their most recent evaluations in the electronic survey. Respondents were allowed to select more than one option; the graph orders the responses from most to least and shows that organisation programme staff and management are the most common main users of their most recent evaluations. These were closely followed by the board of directors and trustees – showing the value of evaluation for decision-making and oversight. Only four organisations reported that beneficiaries were main users, suggesting a low level of democratic / participatory evaluation approaches employed.



**Figure 5. Main users of recent evaluations**

Regardless of the intended purpose of an evaluation and its users, a number of interviewees highlighted the tension between wanting evaluations to be honest reflections of successes as well as challenges, while also noting various stakeholders’ vested interests in being portrayed positively. Interviewees from two organisations noted that their own internal staff have divergent views on evaluation, with some being more sensitive / defensive (seeing it as a reflection on them) and others being more comfortable and using it as a learning opportunity. One of them explains:

“At the Board and ExCo there is definite support for an evaluation and participative in decision-making... it likes to include people in the review or the proposal process or the

evaluation proposal presentation and tends to be overly inclusive... sometimes also the programme can be resistant. If it highlights negativity or something that doesn't seem to be effective it might not be well-received and [there's a need for a] developmental view... for some people it means performance evaluation as opposed to an objective process and sensitivity to feedback around process that needs to be considered in an evaluative context.” (I18)

This quote suggests two ways of dealing with sensitivity: do not be “overly inclusive” (i.e. limit the sharing of raw findings or critical findings to too wide an audience) or promote a “developmental view” of evaluation in the organisation (i.e. make sure the purpose of the evaluation is widely understood).

Another organisation, that works with individual beneficiaries, also described how it grapples with sensitivity to feedback. The interviewee here interpreted the challenge in terms of trying to de-personalise it:

“People say we also have to share our failures and the challenge is when it gets personal and it becomes difficult to say when a person didn't make the right decision here. It's difficult when it's tied to a person... Being able to articulate failure in a way that is constructive for everyone is something we struggle [with].” (I19)

One way to assist in de-personalising negative findings is to be able to compare a beneficiary's work to other examples, as a more objective benchmark:

“To know when someone else has tried to... [make a difference] on this issue... having something slightly more formal would be useful.” (I19)

However, this remains a challenge, especially when organisations are reflecting on their own work (as opposed to that of their grantees).

### 5.1.5 Commissioning evaluations

Almost all the interviewed organisations have commissioned some external evaluations. The reasons for commissioning external evaluations include the need for a more impartial assessment, or the lack of internal expertise (or limited specialised expertise). However, external evaluations are viewed as very expensive. As a result, most organisations also conduct internal evaluations or have internal evaluative practices – so that external evaluations are a supplement rather than the only source of evaluative information.

“We were underway to conduct a very formal [external] assessment of all the programmes, [but because of recent funding constraints we are] now looking to do it internally... because our resources are tight, we’ll rather do it ourselves through the university under their supervision.” (I12)

“[Our regular external evaluations are] more or less a confirmation of our own internal evaluation. If we have done our job right, there should be no surprise. It is a second opinion on something... There is always room for improvement... but the problem is that we still need to have a balance in your cost... You cannot invest the same amount in M&E as you do on the project itself, even if I wanted to do a scientific evaluation, the M&E cost need to reasonable.” (I16)

“[Firstly,] the budget determines, if the [the project funding source] has enough budget for the external. [Secondly,] we look at the scope and complexity of evaluation... [if it is] small, and the scope is simple then we do this internal, we get interns to assist us with the interviews, transcribing. Complexity means you need a lot of time to focus on it, we have competing priorities.” (I21)

The last quote above touched on the issue of building evaluation into the project budget from the start. In the case quoted above some of their projects do and others do not include sufficient budget for an external evaluation.

*Donor organisations were also asked in the electronic survey to estimate what percentage of the work funded by their organisation was funded was subjected to evaluation in the last year. As*

**Table 39** below shows, most indicated that only a small percentage of their work was subjected to evaluation. There was also a high non-response rate to the question, with only 16 responding, indicating many organisations did not necessarily feel comfortable divulging this information or were not prepared to provide an estimate.

**Table 39. Percentage of funded work subjected to evaluation**

Percentage of work	Number of organisations
0 to 5%	7
5 to 10%	2
10 to 20%	2
30 to 40%	2
50%	2

100%	1
Total	16

Organisations were further asked if they have a ring-fenced budget for evaluation-related activities. The responses to the question were largely consistent with the results presented above. Two out of three responding organisations (14 of the 21) indicated that they do not have a ring-fenced budget for their evaluation related activities.

In cases where budgets are ring-fenced, the evaluation is planned from the start. One donor organisation (I16) indicated during interview that it requires would-be grantees to include evaluation in their proposals: “Already in each proposal, there is a cost of evaluation in the budget”. As the interviewee went on to point out, this has the benefit that at proposal stage, the expectation that their work will be evaluated “is already clearly communicated.” (This same organisation also includes, as standard practice, a baseline study at the start of the programme. The first three months of every project is set aside for this.)

To build sound evaluative thinking into the reporting arrangements of their grantees, one organisation (I17), while not requiring proposals to include an evaluation budget, does require them to express their intervention in terms of a theory of change. The service level agreement (SLA) then includes a logical framework based on this TOC and this is used for accountability. The interviewee commented that “[external evaluation] is very costly and we do not have the budget for this, do we need it to be that sophisticated for our purposes? It is important for us to have it in SLA, for now this is a good step forward.” This suggests that this organisation is still entertaining the possibility of building external evaluation into their contracts (and hence, budgets) in future. Not all organisations expect to head in this direction. Several indicated that they rather commission specific evaluations when needed, while relying on their implementers’ reports and their interaction with these implementers to assess their work:

“I don’t think we would ever require it to be a condition of funding. As our capacity builds, we will ask the right questions around what their results are and what it means, but I do not think that we will ever get to the stage where we require this as part of the conditions for funding.” (I15)

“Monitoring is fairly limited in the sense that we believe we know the organisation before we fund. We believe we have done our homework before we fund. Over and above that, once funding has gone to them, then they have to report them on the progress made. Through reporting, visits and



network of donors. Monitoring and evaluation overlap. We can use the monitoring for evaluation.” (I20)

An organisation that has moved from a more “conventional” to a lighter M&E approach (I19) offers a contrasting perspective. This organisation supports a relatively small number of beneficiaries and they undertake a wide variety of projects with this funding, and as described earlier, beneficiaries’ work is evaluated in terms of their “contribution to change”. The organisation relies on what may be called “self-evaluation” or “reflexive” reporting. Beneficiaries are required to report on their work on a quarterly basis, in order to unlock the next tranche of funding. However, instead of reporting simply on outputs or even outcomes, the organisation expects a deeper kind of reflection from them.

“If we’re getting feedback that’s more than this is “all on track and in process” and if people say “yes, this is fine” then they haven’t paid a lot of attention to it... Getting to the “aha” or “surprises” is an indication they’ve engaged and they’re reacting accordingly... [We are not satisfied] if it comes back “as expected”.” (I19)

Naturally, this requires a high degree of mutual trust:

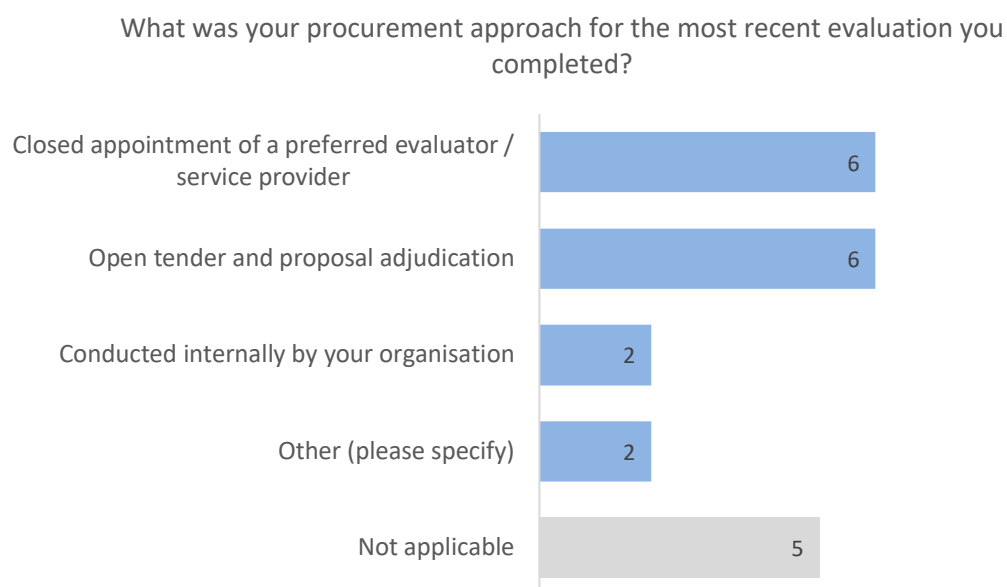
“We and our grantees have an honest and open relationship. We often have people come in to tell us when something is or isn’t working. That kind of trust relationship... the idea that we’re in this together.” (I19)

While it would not be appropriate to all donors to take this approach, some aspects of this approach may be usefully emulated when a manageable number of projects are being supported and the subject matter does not lend itself to conventional external evaluations. The embedding of critical reflection at periodic intervals and fostering of evaluative thinking, outside the contexts formal external evaluations, provides an example of different interpretation and internalisation of the function.

## 5.2 Donor views about the quality and needs in the sector

Across all of the donor organisations interviewed, good quality external evaluations are considered expensive. The interviews suggest that most donors have been able to procure evaluation service providers when they needed to, albeit through different avenues and with varying experiences regarding the quality and rigour of their work.

Both interviews and the electronic survey suggest that there is no single mode through which service providers are procured; procurement takes place through both open tenders and closed, direct appointments. Some donor organisations also involve their implementing partners in the appointment of evaluators.

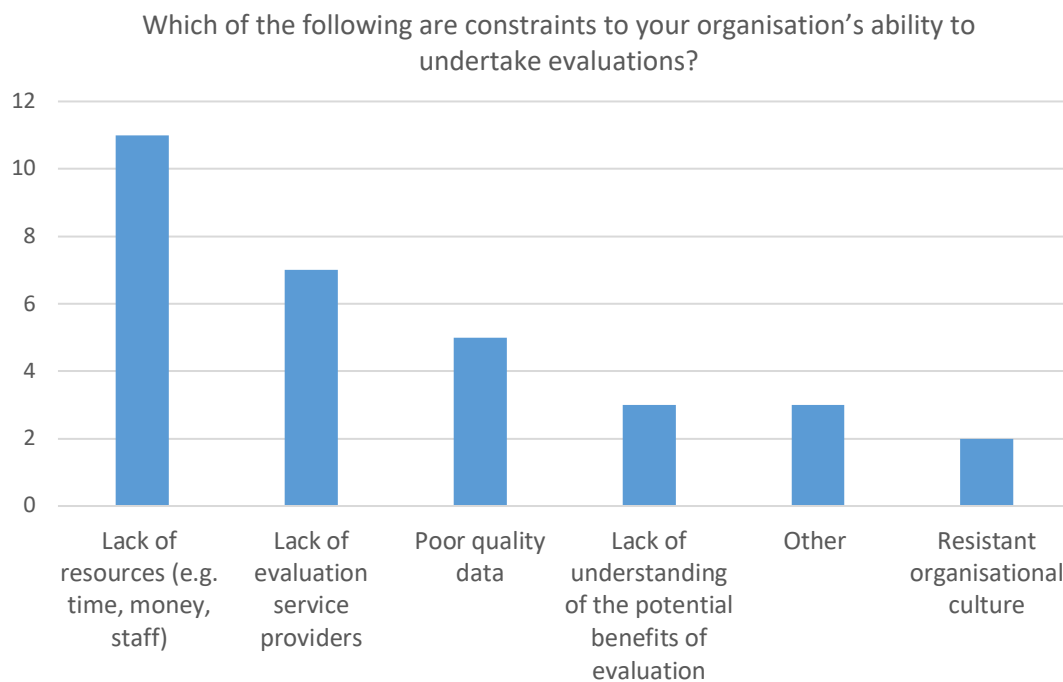


**Figure 6. Procurement approach for most recent evaluation**

As the figure above illustrates, both open and closed tender processes are equally common among donor respondents to the electronic survey. However, there are others that claim to undertake evaluations internally, through other means or being subjected to evaluation by others. One organisation that regularly commissions project evaluations indicated that they maintain a database of service providers (I21). Thus, the supply of evaluators is not so constrained as to leave donors with an unmet demand for these services. Similarly, the Twende Mbele study found that the South African government has also so far experienced an adequate supply of proposals in response to its tenders (Phillips, 2018, p. 35), whereas the quality and representation thereof is the subject of further discussion.

According to surveyed donors, the most common constraint to their organisation’s ability to undertake evaluations is a lack of resources, as per **Figure 7**. This is notable considering that twenty of organisations that responded to the survey indicated that they at least have one staff member assigned to monitoring/reporting, evaluation and research/learning. It may be that staffing of these functions is limited considering the scope of work potentially subject to evaluation; or that

respondents were mostly referring to financial resources in selecting this option. Considering that it is not common to ring-fence funds for evaluation, this makes sense to an extent.



**Figure 7. Evaluation constraints**

The second-most common constraint was lack of evaluation service providers, suggesting that there is a challenge with “evaluation supply” – either the number of service providers or their capacity and expertise. Interviewed donors mostly expressed satisfaction with the quality of external evaluations that they have conducted recently, while noting that this occurs in contexts of variable degrees of M&E maturity. However, some donor organisations have had challenges with service providers, including receiving widely varying quality of work from different service providers (I17); finding evaluators to be content specialists but not evaluation specialists (I14); and a general perception that Southern African evaluators tend to over-emphasise qualitative and neglect to engage with quantitative data (I16). One organisation also found that there are too few “BEE-compliant” service providers in the industry, forcing them to commission a joint venture to ensure representation of black professionals (I17).

In addition to contracting external service providers to conduct evaluations, most donor organisations have involved external service providers in the process of developing and maturing their own internal approach to M&E. The interviews yielded three examples of organisations that have had long-term working relationships with evaluation service providers. One organisation has worked with a service provider first to conduct a baseline of all their portfolios, then to develop an organisational theory of change, and subsequently to offer M&E “masterclasses” to the organisation (I17). Another service

provider has reportedly been commissioned by the donor’s funder (rather than the donor entity that selects, disburses funds and monitors grantees) to do annual independent reviews of a selection of grantees. They have done this annually over several years (more than five) (I13). In one organisation, evaluation work was initially “outsourced” for about a year until the organisation decided rather to build internal capacity (I18).

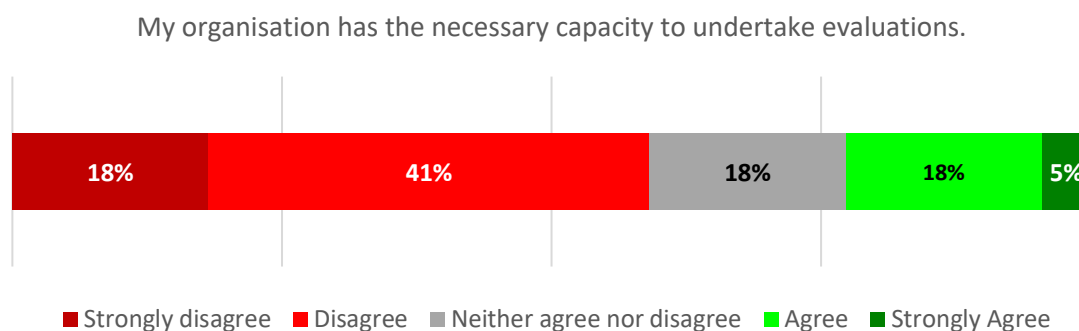
Some donors that now claim to receive satisfactory evaluations from their service providers, cite important lessons in how to commission and manage an evaluation so that it meets their needs. This is discussed further below.

### 5.3 Donor capacity to commission and manage evaluations and their needs

#### 5.3.1 Staff complement and expertise

The survey showed that the majority of the surveyed organisations have staff with some M&E-related responsibilities in their job descriptions (between 20-24 out of 30 responding donor organisations). However, the interviews suggest that staff with formal M&E qualifications are rare within donor organisations. At this stage, given that M&E is a relatively new field, most interviewees described learning about M&E in their current jobs. Of the ten organisations, the only three that described having staff with advanced M&E expertise are well-established donor organisations.

Although the survey suggests most donor organisations require staff to execute M&E related responsibilities, interview findings indicate most donor organisations have limited M&E expertise, both in terms of their formal training and the experience and exposure they have gained in their careers so far. Almost all of the interviewees also expressed the view that their current M&E capacity is inadequate in relation to the organisation’s demand, with most citing a need for more advanced in-house M&E expertise.



**Figure 8. Perceptions on capacity to undertake evaluations (n=22)**

Organisations were asked to indicate their level of agreement or disagreement with the statement presented on the graph above. A key finding here is that majority of the organisations indicated that their either disagree (41%) or strongly disagree (18%) that their organisation has the capacity to undertake evaluations. One respondent shared the experience of an organisation that had sufficient advanced skills for M&E, but then had a lack of junior staff:

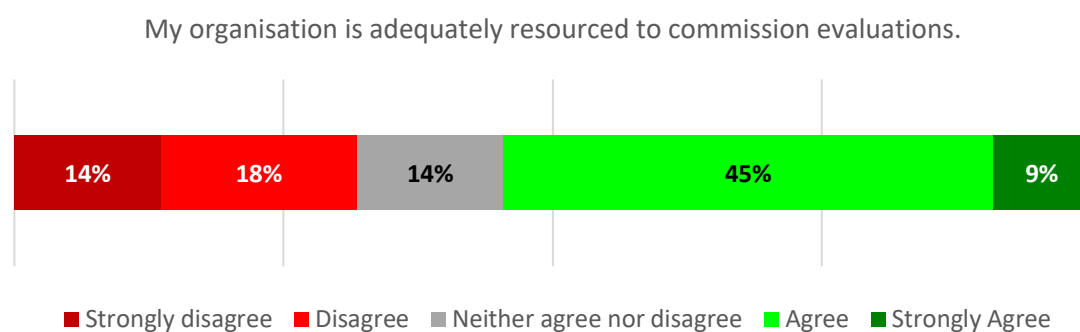
“[The organisation at the time] had [M&E related] skills, had qualifications and the issue was the support around them, at junior level to conduct interviews or take the information. The burden is placed as the strategic level and there wasn’t support and there’s been that challenge in terms of the ideal composition and state of the department. It needs the specialised skills but it also needs new people that are quite young to grow and balance the workload.” (I18)

Another organisation also made reference to the value of including interns in their advanced M&E team (I21). The insight that effective M&E requires both senior and more junior staff (to undertake time intensive but necessary tasks related to data sourcing, collection, collation and cleaning) is an important one. Many organisations may not yet grasp this since they are focused on their lack of advanced expertise.

Overall it seems clear that there is a significant need among donor organisations for upskilling, guidance around the development of M&E frameworks and mechanisms, and long-term support relationships, such as those described above.

### 5.3.2 Donors’ capacity to manage external service providers

In the interviews, some donors cited important lessons in commissioning and managing external evaluations so that they are useful and serve their needs.



**Figure 9. Perceptions on resourcing (n=22)**

**Figure 9** above asked respondents to indicate their level of agreement on whether their organisation is resourced to commission evaluations. Over 50% of the respondents agreed that their organisations were adequately resourced to commission evaluations. The level of agreement is significantly higher than the what respondents indicated in the previous graph relating to their capacitation to undertake evaluations. There is therefore an indication that donor organisations are better resourced financially to commission evaluations, however there is a lack of skills and human capacity necessary to conduct evaluations themselves.

One donor organisation that considers itself advanced in its M&E approach and finds the general level of quality of evaluation services to be low, makes sure to engage closely with draft outputs. This way they address common problems with the way that draft evaluation reports are written, before they are finalised. Secondly, they include as a standard feature of every evaluation, a validation workshop bringing together the evaluators, implementers, and donor (I16). While these are fairly straightforward steps to take to ensure quality, they are not yet universally planned for in the donor organisations' evaluation plans and are therefore worth noting.

Secondly, an interviewee who has experience of commissioning external evaluations for more multiple donors, finds that evaluators regularly provide inadequate recommendations from evaluators. The interviewee explains:

“the feedback internally was that the SPs didn't work at the level and some too focused on theory or academics instead of focusing on work that helps with organisational decision-making... the applied approach on recommendations was the data says this, so do this. As opposed to thinking a bit deeper... As an example, for a schools programme where principals lack leadership development training. It's fine but it doesn't say what level, for what reason and it doesn't say we found X, therefore you can do the following. It is difficult to take that information forward. People want the information that helps them and to decide on the next strategic action.”

Because of this, the interviewee was firm that recommendations should be “co-created and adopted [by decision makers]” so that they are more likely to be used (I18).

Thirdly, an organisation that is relatively new to commissioning external evaluations realised that it procured an inappropriate service provider because of a poorly written terms of reference. The interviewee realised that it would have been useful to secure the assistance of an M&E expert in setting the terms of reference. They have also now recognised that an evaluation “becomes a whole

project on its own” and requires the commensurate effort in terms of process and managing the consultant (I14).

Finally, it is worth noting again that the organisation (I19) with the “contribution to change” approach and strong emphasis on beneficiaries reflecting on their own work, came to this approach after a series of traditional external evaluations. The lesson here is related to the one above; this organisation also realised after receiving unsatisfactory work, that they need to conceptualise their M&E need more clearly. Alternatively, another organisation eventually realised the need for a fairly unconventional, internal M&E approach that matches their programme better. In this case, they have found that by taking more responsibility for evaluative exercises internally, they are able to facilitate learning among their grantees and practical problem-solving.

## 5.4 Conclusion

The findings from the donor survey and interviews suggest that most donors’ M&E practices are still nascent. Most have been prompted to introduce M&E components and practices by the questions of funding decision-makers in relation to the effectiveness of their interventions. However, the approach to M&E has so far varied widely. For instance, the type of ongoing monitoring activities that are undertaken, the mix of internal / external evaluations, the existence (or not) of an overarching M&E framework or policy, the regularity or ad hoc nature of evaluations, and the main users of the evaluations. While several organisations are aware of basic M&E theory and good practices, they interpret and adopt these in a way that suits their organisation’s needs and context. There is no apparent trend towards convergence in M&E practices across donor organisations. The fact that organisations operate across a spectrum, covering the range of stepping back from “traditional M&E” to a lighter approach, to those with more established and formalised systems their grantees need to assimilate to, suggests that growing M&E maturity does not necessarily mean growing standardisation— in fact, maturity may reflect in a *more* unique approach underpinned by enhanced evaluative thinking. This includes how and when evaluations are commissioned by donor organisations.

Contextual divergence appears likely, while the level of experience and capacity appears to be at a relatively low base (with exceptions), even amongst those commissioning evaluations. While M&E must be fit for purpose, the absence of a common foundational understanding of M&E frameworks and evaluation typologies among some donors means that approaches vary considerably as do their needs. This variability means that donor organisations appear to have limited exposure (outside of staff who have worked for other donor organisations) to what M&E approaches, tools and platforms

are commonly available; and makes it harder to communicate one's value proposition to others in the sector, to apply others' lessons to one's own work, or to compare the effectiveness of different interventions. Especially where donors work in similar spaces (e.g. school infrastructure; technology-assisted teaching; literacy in a particular phase), there seems to be space for leadership around common concepts and approaches.

Most organisations have an appetite to improve their M&E practice, and it appears that the trend of gradual growth in M&E maturity will continue, albeit very unevenly. However, almost all respondents cite human and financial resources as key constraints which will constrain this growth and the quality of M&E. In most organisations it seems that those making decisions about funding have limited experience with M&E, and limited benchmarks or standards against which to compare their M&E resourcing. Given that good quality evaluation is perceived to be expensive, there is a tension between spending human and financial resources on M&E, or spending it on the "work" of the intervention. In the context of more austere financial environments, this appears to translate towards internalising evaluative capacity and reserving external evaluation for specific strategic junctures.

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## Appendix 1: Project research design and methodology

### Section 1: Academic offerings

We identified HEIs that offer M & E modules, courses and programmes through the following process:

#### **General web search:**

1. Google search for M & E trainings in South Africa
2. Searched for 'Monitoring and Evaluation' on the South African Qualifications Authority (SAQA) website

#### **Focussed search of South African University web pages:**

3. Used the words 'Monitoring', 'Evaluation' and 'Monitoring and Evaluation' to search through the web pages of South African HEIs
4. Read through university course brochures provided on web pages

#### **Web search and email engagement with DPME and SAMEA:**

5. Retrieved a list of M & E trainings in South Africa from the South African Monitoring and Evaluation Association (SAMEA)
6. Sent out an inquiry requesting 'M & E trainings offered in South Africa' to the SAMEATalk list serve
7. Used the Department of Planning, Monitoring and Evaluation (DPME) web based list of 'University Trainings on Monitoring and Evaluation in South Africa'

#### **Snowball engagement in the evaluation community:**

8. Snowball engagement with evaluation researchers, evaluation trainers, evaluation students and evaluation practitioners

#### **Telephone calls and emails**

9. Telephone calls were made and emails sent to the relevant contact people at HEIs to confirm the current offerings and 46 trainings were confirmed

#### **Sorting of academic offerings**

10. The academic offerings were sorted in MS Word and EXCEL

Information gathered through the research process was captured in EXCEL with sheets for modules, short courses and programme (PGDs, Masters & PHDs). A sample of the data from the Short Course offerings is shown below:

1	Province	Institution	Title	Department/ Unit	Contact duration	Additional Information	Contact person
2	Eastern Cape	Rhodes University	Monitoring and Evaluation for Programme Managers	Centre for Applied Social Research and Action (CASRA)	5 days	<a href="https://www.ru.ac.za/psychology/latestnews/certificate/monitoring.html">https://www.ru.ac.za/psychology/latestnews/certificate/monitoring.html</a>	Adminstrator
3	Eastern Cape	Nelson Mandela University	Monitoring And Evaluation For Project Managers	Business School	3 days	<a href="http://mba.nmmu.ac.za/content/monitoring-and-evaluation-for-project-managers">http://mba.nmmu.ac.za/content/monitoring-and-evaluation-for-project-managers</a>	Course coordinator
4	Eastern Cape	Nelson Mandela University	Monitoring & Evaluation for Organisational Performance	Business School	5 days	<a href="http://mba.nmmu.ac.za/content/monitoring-evaluation-for-organisational-performance">http://mba.nmmu.ac.za/content/monitoring-evaluation-for-organisational-performance</a>	Course coordinator
5	Eastern Cape	Nelson Mandela University	Advanced Monitoring And Evaluation For Project Managers	Business School	7 days	<a href="http://mba.nmmu.ac.za/content/advanced-monitoring-and-evaluation-for-project-managers">http://mba.nmmu.ac.za/content/advanced-monitoring-and-evaluation-for-project-managers</a>	Course coordinator
6	Free State	University of Free State	Monitoring and Evaluation in the Public Sector	Economic and Management Science	5 days	<a href="https://www.ufs.ac.za/templates/short-learning-programmes">https://www.ufs.ac.za/templates/short-learning-programmes</a>	Manager
7	Gauteng	University of Pretoria	Outcomes-based Monitoring and Evaluation Implementation	General Management and Responsible Leadership	5 days	<a href="http://www.ce.up.ac.za/Course?tabid=58&amp;Course=552e86f3-b8f2-df11-9e88-0050569b0004">http://www.ce.up.ac.za/Course?tabid=58&amp;Course=552e86f3-b8f2-df11-9e88-0050569b0004</a>	Lecturer
8	Gauteng	University of Pretoria	Programme in the Monitoring and Evaluation of Health	Human Health	15 days	<a href="http://www.ce.up.ac.za/Course?tabid=58&amp;Course=f83593e7-b8f2-df11-9e88-0050569b0004">http://www.ce.up.ac.za/Course?tabid=58&amp;Course=f83593e7-b8f2-df11-9e88-0050569b0004</a> <a href="https://www.wits.ac.za/media/wits-university/faculties-and-schools/health-sciences/public-health/school%20of%20public%20health_short%20course">https://www.wits.ac.za/media/wits-university/faculties-and-schools/health-sciences/public-health/school%20of%20public%20health_short%20course</a>	Course coordinator

Figure 10: EXCEL data by format

Following this step, the EXCEL database was collated into one Microsoft EXCEL sheet with column titles that address the Focus Area 1 objectives. This database was then exported to Microsoft Access and again a sample of data is shown

ID	Institution	Department_Unit	Contact pers	email	telnr	Format
1	University of Pretoria	Health Sciences	Andy Beke	andy.beke@up.ac.za	0123563255 (Fridays)	Module
2	University of Pretoria	Health Sciences	Andy Beke	andy.beke@up.ac.za	0123563255 (Fridays)	Module
3	University of Pretoria	Health Sciences	Andy Beke	andy.beke@up.ac.za	0123563255 (Fridays)	Module
4	University of Pretoria	Health Sciences	Andy Beke	andy.beke@up.ac.za	0123563255 (Fridays)	Module
5	University of Pretoria	Health Sciences	Andy Beke	andy.beke@up.ac.za	0123563255 (Fridays)	Module
6	University of Pretoria	Natural and Agricultural Science	Lambert Makhalemele	lambert.makhalemele@up.ac.za	012 420 4595	Module
7	University of Stellenbosch	Economic and Management Sciences	Burt Davis	burt@sun.ac.za	0218083707	Module
8	University of Stellenbosch	Economic and Management Sciences	Babette Rabie	Brabie@sun.ac.za	021918 4186	Module
9	University of Stellenbosch	Health Sciences	Edward Nicol	edward.nicol@mrc.ac.za	0219380956	Module
10	University of KwaZulu Natal	Human Sciences	Anna Meyer	meyerweitz@ukzn.ac.za	0312607618	Module
11	University of the Free State	Economic and Management Science	Lizette Pretorius	lpretorius@ufs.ac.za	0514012173	Module
12	Nelson Mandela University	Business and Economic Sciences	Jo Zeelle	ejzeelle@mandela.ac.za	0415043827	Module
13	University of the Western Cape	Economic and Management Science	Isioma Ile	iile@uwc.ac.za	0219593801	Module
14	University of the Western Cape	School of Public Health	Martina Lembanl	fuhendricks@uwc.ac.za(sec mlembanl@uwc.ac.za)	0219599307	Module
15	Durban University of	Faculty of Management	ML Pillay	pillayml@dut.ac.za	0313736823/6	Module

Figure 11: ACCESS data by type of data for overall study

We exported the data into ACCESS so that all data related to the Landscape Project is in one database and querying across tables and in fact, more complex querying, is possible. As the graphic above indicates the HEI data and publication data is now in the same database.

Following the exporting of data to Access, universities were contacted telephonically to get contact details of persons who could assist in completing the missing data from each field. The telephone interviews confirmed more offerings and the number increased from 46 to 56 offerings. From the telephonic contact and document analysis information, data collection tools were developed.

### **Development of customised data collection forms**

11. Fifty-six unique forms were developed per format of academic offering at the particular HEI. The forms had standardised questions in accordance to the three levels (programmes, short courses and modules). Available information (from the internet) was inserted into each form and missing information was left blank for course coordinators and academics to complete. Samples of the forms for each level are attached (Appendix 1-3).

### **Data collection**

12. Fifty-six data forms were emailed to confirmed contacts for coordinators and/or academics to complete the missing information for the offerings. After 2 weeks, telephone calls were made to remind participants to fill out and send back the missing information. One week later, emails were sent out to participants, as a reminder for the outstanding forms.

### **Responses**

13. After all these steps, 37 forms from the 56 forms sent out, were emailed back to the researchers. It is this data that was analysed to answer the research questions. A sample of the contacts emailed and those that responded and did not respond is shown below:

	A	B	C	D	E	L
1	Offering	Province	HEI	Name of course	Name of module	Status
2	Module- Undergraduate Diploma	KZN	Durban University of Technology	National Diploma: Public Administration	Monitoring and Evaluation 2	Data received
3	Module- Post Graduate Diplomas	G	Monash University	Post Graduate Diploma in Public Health	Monitoring and Evaluation 2	No response
4	Module- Master's Degree	EC	Nelson Mandela University	Master of Philosophy in Development Finance	Evaluation of Health and HIV/AIDS	Data received
5	Post Graduate Diploma	EC	Nelson Mandela University	Advanced Diploma in Business Studies (with specialization in Monitoring And Evaluation)	Monitoring and Evaluation	Data received
6	Short Course	EC	Nelson Mandela University	Monitoring and Evaluation for Project Managers		Data received
7	Short Course	EC	Nelson Mandela University	Monitoring & Evaluation for Organisational Performance		Data received
8	Short Course	EC	Nelson Mandela University	Advanced Monitoring and Evaluation For Project Managers		Data received
9	Short Course	NW	North West University	Short Learning Programme on Monitoring & Evaluation (M&E)		No response
10	Short Course	EC	Rhodes University	Certificate in Monitoring and Evaluation for Programme Managers		Data received
11	Masters	WC	Stellenbosch University	MPhil Monitoring and Evaluation		Data received
12	Module- Master's Degree	WC	Stellenbosch University	Master of Philosophy in Health Systems and Services Research	Economic Evaluation	Data received
13	Module- Master's Degree	WC	Stellenbosch University	MSc in Clinical Epidemiology	Economic evaluation in health care	Data received
14	Module- Master's Degree	WC	Stellenbosch University	Master of Philosophy in Health Systems and Services Research	Monitoring and Evaluation	Data received
15	Module- Master's Degree	WC	Stellenbosch University	Programme: M (Public Administration)	Monitoring and Evaluation	Data received
16	Module- Post Graduate Diplomas	WC	Stellenbosch University	Post Graduate Diploma in HIV and Aids Management	Research, monitoring and evaluating of HIV/AIDS programmes	Data received
17	PHD	WC	Stellenbosch University	PHD in Evaluation Studies		Data received
18	Post Graduate Diploma	WC	Stellenbosch University	Postgraduate Diploma in Monitoring and Evaluation		Data received
19	Short Course	WC	Stellenbosch University	Economic Evaluation		Data received

Figure 12: Tracking responses from HEIs in EXCEL

A summary diagram of the process of identification of offerings and data collection response is shown below.

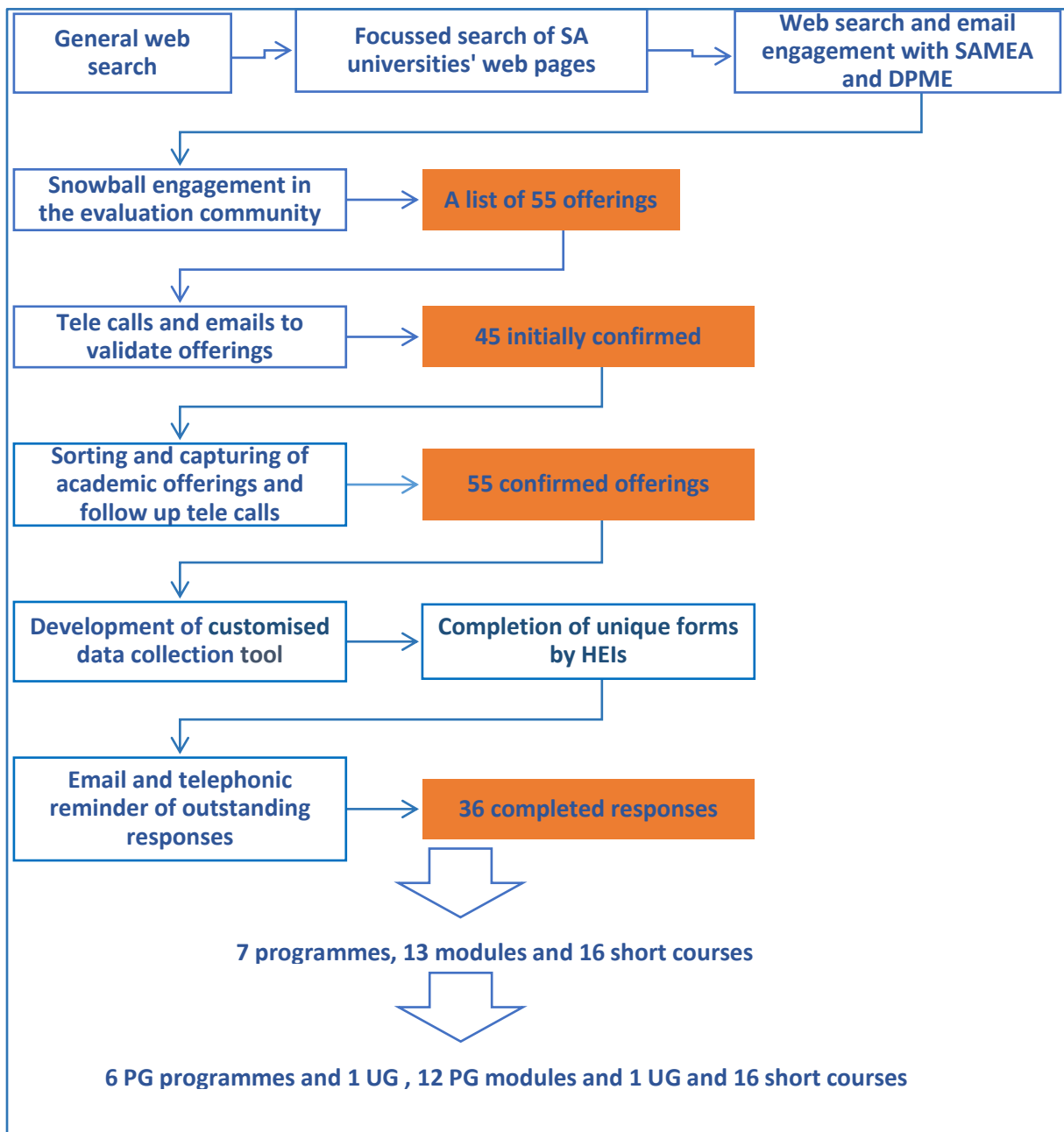


Figure 13: Identification of academic offerings

The process of identification of academic offerings was time intensive and yet there still may be undiscovered modules and short courses. During our research, we identified and received information on a number of undergraduate diplomas, modules and short courses. We have captured information on these offerings but a follow-up study will have to be carried out to investigate the full scope of offerings available at this level. The research team hopes that the validation of identified offerings can be carried out through further stakeholder engagement such as the proposed roundtables.

## Limitations

**Definitions:** Lavelle (2014:32) indicates that studies that examine evaluation education are limited by the fact there is no standard definition of what constitutes evaluation education programmes and that “the number of evaluation training programs reported in earlier directories may be artificially high due to the broad inclusion criteria and the perceived equivalency between evaluation and systematic inquiry. “ This is a comment on earlier studies carried out in the USA. Lavelle also indicates that there is a perceived equivalency (inaccurately) between evaluation and research and so often research methodology course are counted as evaluation courses.

**Methodology:** We have tried to validate our initial on-line findings with both telephonic follow up and a survey and where all three sources of data were obtained, we are confident of the results. However, not all programme coordinators/academics responded to our request for information so the findings of the study are based only on the information we have. The missing data could have an effect on what we have presented but the response rate is high for a survey of this nature. Self-reporting data also has its limitations (its qualifications, number of students etc.). Also through our engagement with academic coordinators we also uncovered offerings we were not aware of initially.

**Scope:** This study focused on post-graduate programmes but we did come across a few offerings in undergraduate programmes (an Advanced Diploma at NMU, 3 modules in programmes at DU, UFS and FH and short courses at NQF levels and 5 (at NMU). We have briefly discussed these undergraduate courses but a follow-up study would have to be carried out to explore the range of undergraduate offerings in detail.

## Section 2: Review of international programmes

We carried out a web-based search of programmes offering education evaluation programmes internationally to get a greater understanding of the various permutations of education evaluation offerings. The research team sent survey forms to the following institutions, which have some element of education evaluation in them or offer a full education evaluation program:

Table 40: List of international programmes contacted

University	Title of programme/module	Nature of programme
1. Florida State University College of Education	Education Policy and Evaluation	Full programme
2. Melbourne University	Graduate Certificate in Evaluation (GC) Master of Evaluation by Coursework (MC) Master of Evaluation by Research (MR) <b>Module: Evaluation in Education</b>	Elective
3. Duquesne	Master of Science (M.S.Ed.) Degree in Program Evaluation <b>Educational Measurement</b>	Elective
4. Brigham Young University	Education Inquiry, measurement and evaluation PHD (EIME)	Full programme

We only received one direct response from Melbourne University but we were able to retrieve enough information from the web pages of universities and their brochures to complete our case study element.

The research team also revised the strategy for this focus area and added the following components:

- a) utilised the work of John Lavelle (2014) to examine education evaluation content;
- b) carried out an analysis of content from two education evaluation programmes;
- c) collected and captured information available from universities' websites (from list above);
- d) captured and analysed the detailed information from Melbourne University
- e) carried out an interview with Prof Susan Tucker (who has worked in both education and education evaluation since the 1970s and is currently involved in the American Evaluation Association's work on evaluation competencies).

## Limitations

**Scope:** This focus area had a very limited scope – the brief required three education evaluation programmes. We examined content from XX other programmes to mitigate the narrow focus. Future research could broaden the scope by interviews and a greater level of engagement with programme coordinators.

**Methodology:** The research team initially did a web-based search for programmes and filled in information from these pages into a template as we had with the South African institutions (Focus Area 1). We then requested academic coordinators of the courses to complete forms. We only

received one completed form despite follow up emails so this has meant we have to rely on web based information for the other two programmes.

### Section 3: Bibliometric analyses

#### Analysis of peer-reviewed articles

Over the reporting period we have concentrated on building a dedicated database of peer-reviewed journal articles. We have searched four databases (SA Knowledgebase, Web of Science, Scopus and African Journals Online) for articles where the following keywords appeared in the titles: “educat”, “school”, “evaluat”, “impact”, “monitor” or “performance”. The results of these queries produced a first listing of more than 250 articles. However, visual inspection was required to ensure that we accurately identify educational evaluation articles. In order to do this, we also searched for and included the “abstracts” of these articles. The next step then involved a manual inspection of each article (using the title as well as abstract) to decide on its final inclusion in the database.

#### Conference proceedings and books and book chapters

For this analysis we used SA Knowledgebase, a proprietary database of publications by SA academics. The database currently covers the period 2005 to 2016.

#### Doctoral dissertations

Over the past four years, CREST has developed a dedicated database of South African doctoral dissertations completed since 2000. The current version of the database contains 22 400 records which constitutes more than 90% of all completed doctoral dissertations up to 2017. In order to create a dedicated dataset of dissertations in the field of educational evaluations, we first ran a query which used the following search terms (evaluation, impact, monitoring and education) on the database. The result produced 1415 records. However, it was clear from an initial inspection of this database, that there were too many records that were not relevant to our study. The next step was to conduct a visual inspection of each record. The result of this process (which was triangulated by three members of the research team), was a cleaned database of 163 doctoral dissertations which reported on evaluation studies. These studies reported on evaluations across a wide range of domains.



## Section 4: Analysis of the capacity and needs of black evaluators

Analysing the capacity and needs of black evaluators necessitated two lines of inquiry at the levels of: 1) evaluation agency (organisational); and 2) evaluator (individual).

In line with the specified task, the first level of inquiry was directed at evaluation agencies to establish an understanding of “the nature of internship/mentorship strategies and plans for the development of black evaluators in approximately five key evaluation agencies”.

### Identifying evaluation agencies

A list of evaluation agencies was compiled drawing on: 1) Zenex Foundation’s own evaluator list; 2) DPME’s public repository of government evaluations; and 3) the African Evaluation Database at CREST.

From this a list of evaluation agencies was compiled using the following parameters:

- A record of evaluation within the last 5 years (since 2012)
- A publicly accessible website with available contact details
- An office or contact person within South Africa
- Excludes individuals and government departments/institutions

On the basis of this list (included as an attachment) a desktop exercise<sup>5</sup> was undertaken to distinguish between the size and focus of the respective agencies. Each of the evaluation agencies was phoned to confirm whether:

- The organisation was larger than five permanent and/or part-time staff?
- The agency periodically offers any internship and/or mentorship opportunities?

From this list of 53 identified organisations undertaking evaluation with offices in South Africa, six evaluation agencies were contacted for interviews on the basis of:

- A mix of agencies of ‘Core’ and ‘non-core’ education evaluation agencies;
- Both large (5+ permanent/part-time staff) and small evaluation agencies
- Geographic spread

Six semi-structured interviews were then conducted telephonically with representatives of evaluation agencies who provide some form of internship or mentorship training for new and emerging evaluators. Respondents were spread across three major cities in the country and most of the service providers are core education evaluation service providers, with medium to large companies in terms

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<sup>5</sup> Initial attempts to distinguish between ‘Core’ and ‘Non-core’ education evaluation agencies from the total population proved inconclusive on the basis of a desktop scan of the organisations’ websites. Similarly, those evaluation agencies which provide mentorship/internship strategies have been only partially identifiable on the basis of a review of their website.

of staff size<sup>6</sup>. Of the six, only four had formal internship programmes in place, one had none and another took interns on an ad-hoc basis. The interviews conducted were approximately one hour in length, transcribed and then subjected to qualitative analysis and thematic coding. Ethical protocols were observed, consent was given and respondents were provided the opportunity to review their responses prior to thematic analysis using NVivo qualitative analysis software.

### Identifying black evaluators

To better understand the needs of black evaluators, it was necessary to identify black evaluation consultants willing to share their experiences. In the absence of publicly available information of a list of black evaluators from which to sample, evaluation service providers were sampled at random from the list of evaluation service providers for participation. Their websites were consulted and telephone calls were made to the agency to identify potential respondents – black (which refers inclusively to people who identify as previously disadvantaged individuals) staff who work at least part of the time on evaluations at their organisations. The sampling approach applied some disqualifying criteria namely race, nationality (South Africans exclusively), and excluded government employees and full-time students. While the selection was random, the team agreed to take cognisance that the final sample still ensured a mix in terms of years of experience; gender; and the size of the organisation in which the individual operates. The approach was to conduct three interviews and then assess the mix, if necessary, the team then ensured that the final two interviews would address any overrepresentation.

On this basis a request was made to interview the available black evaluators for the research. However, after repeated attempts to involve black evaluation consultants, it became apparent that many of the randomly sampled organisations could not identify or provide an individual to participate. In fact, thirteen organisations needed to be contacted to participate, before five indicated staff available and willing to participate. Five of the thirteen contacted organisations indicated they did not have any black, South African staff involved in their evaluation work. One organisation does not appear to operate anymore, another claimed it does not normally undertake evaluations and another withdrew from participation.

In total, five individuals participated in semi-structured interviews conducted telephonically. These interviews were approximately one hour in length, transcribed and then subjected to qualitative

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<sup>6</sup> Note that the figures in the table refer total staff size and not permanent staff only.

analysis and thematic coding. Ethical protocols were observed, consent was given and respondents were provided the opportunity to review their responses.

## Limitations

A key limitation of the methodology above is that the sample sizes comprise only five individuals and six service providers, hence while the results will provide insight into the needs of and experiences of black evaluators and the strategies of service providers, it is limited in terms of its external validity. A cautious interpretation of the findings is therefore recommended.

Secondly, the sample was drawn from a subset of the list based on the existence of a website, the company size and whether the company had conducted an evaluation in the last two years. In cases where these characteristics are linked in any way to career success of black evaluators, the findings will reflect this e.g. if company performance is associated with having a website, staff at companies without websites may have very different experiences to those at companies that have them.

Lastly, the target group for the interviews were evaluators some professional experience (2 years or more). This limits the degree to which the findings can speak to the immediate challenges of current aspiring evaluators and the access barriers related to entering the profession.

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## Section 5: Analysis of donor approaches and needs in undertaking evaluations

A list of South African donors was compiled using a purchased “Funding finder” database which was then supplemented with the email distribution list of donors known to the Zenex Foundation. This was understood to be the most comprehensive account of donor organisations in South Africa relevant to our study.

The list did not specify those donors involved in commissioning evaluations or even those involved in the education sector, but did provide a sampling frame of donors in South Africa. As a result, an electronic survey was administered to the entire known donor population with the intention to secure a large pool of responses from which to disaggregate findings.

### Electronic survey

An electronic survey was developed for distribution via the Survey Monkey platform. All organisations within the known population were sampled and targeted via e-mail. An email inclusive of the description and purpose of the evaluation and the link to the survey was sent out to the

identified organisations via email. Ethical protocols were observed, consent was given and confidentiality of responses was confirmed.

In total, 807 Organisations were invited to complete the electronic survey using 1321 of the available email addresses identified for contacting these organisations. Unfortunately, more than 400 of these email addresses were no longer active, immediately excluding almost half of the potential responding organisations. This contributed to the low response rate ultimately received.

The survey was initially opened to respondents for a period of 17 days (29/05/2018) to (13/06/2018). In an attempt to increase donor participation, the survey was extended for an additional week with repeated emails (not less than 7) sent to those organisations who had not yet responded. The electronic survey closed on the 15 June 2018.

In total, 39 donor organisations responded to the survey. This amounts to an overall response rate of 4.8% from the sampled list (adjusting up to nearly 10% of all organisations when considering only those with active email addresses). Given the low response rate, results from this survey should be treated cautiously and interpreted within the context of the responding donor organisations. Despite the low survey response rate, a broad spectrum of organisations responded to the survey and offer some insight into understanding the M&E practices of donor organisations in South Africa.

### Interviews about donor needs

On the basis of the responses to the electronic survey, 10 semi-structured interviews were conducted with staff from donor organisations. Considering the large number of donor organisations which did not respond to the electronic survey, and the disproportionate number of bounced email addresses originating from the purchased source, a decision was taken to sample five interviewees from outside of the pool of 39 responding donor organisations responding to the survey (only 14 of the 39 respondents indicated they would make staff available for telephonic interview). These five interviewees were sampled at random from the list of Zenex supplied donor organisations, who had not previously responded to the survey. The other five interviewees were sampled from the organisations who had indicated their availability for subsequent interview during the electronic survey. They were purposively sampled on the basis of organisations that considered themselves primarily “funders” (as opposed to “implementers”), included both international as well as domestic foundations, who availed themselves for subsequent interview following the survey.

## Limitations

A key limitation of the methodology was the lack of a comprehensive and updated sampling frame for the population. The extent to which the email addresses bounced back is indicative that it was not an updated list of email addresses for the potential respondents.

Ultimately, the low response rate has meant that all responses should be treated cautiously and interpreted in relation to the total number of respondents to the survey. Given the small number of responses, there is the risk that organisations that see the value of M&E or have institutionalised M&E may be over-represented among those that chose to respond to a survey on this topic.

Furthermore, the interview sample size comprises only ten individuals, hence while the results provide insight into donor needs of and experiences in relation to M&E, it is limited in terms of its external validity. A cautious interpretation of the findings is therefore recommended.

Lastly, the target group for the interviews were drawn in the majority from the Zenex Foundation's contact list. In cases where these characteristics are linked in any way to the experience of donor organisations undertaking evaluations, the findings will reflect this e.g. if donor organisations are on the Zenex Foundation contact list, staff at donor organisations that are not on the Zenex contact list may have very different experiences to those at donor organisations that do. Thus, three of the ten responding organisations were not from the Zenex contact list.

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## Appendix 2: Programme template (Section 1: Academic offerings)

### University:

#### Programme information

1. Name of programme
2. Web link
3. Department (*where programme is housed*)
4. Year programme started
5. Admission Requirements
6. Programme Credits (*number*)
7. Duration of Programme (*min-max*)
8. Programme structure (*e.g. 6 modules + thesis*)
9. Number of contact session days (*in total*)
10. Number of students enrolled in 2018
11. Programme learning outcomes
12. Mode of teaching and learning (face to face/blended/on-line)
13. Form of Assessment (*assignment +thesis or assignment + exams*)

#### Additional information

14. Key challenges to programme
15. Nature of support needed (*issues that could be addressed through collaboration or funding*)



### MODULE DETAILS\*

Module Name	Elective/ Compulsory	Time allocated to module (e.g. 1 day or week)	Surname of Lecturer	Name of Lecturer	Highest Qualification  (e.g. BA Education, MPhil Development Finance, PHD Evaluation Studies)	Gender	Nationality	Status - full time (FT) or part time (PT)
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## Appendix 3: Short courses template (Section 1: Academic offerings)

### Name of University:

#### Course Information

1. Name of course
2. Web link
3. Department
4. Year course started
5. Course description
6. Course target group
7. Admission requirements
8. Accredited/ Non-accredited course (*state which one*)
9. Course credits (*number*)
10. Duration of course (may be same as contact time or different)
11. Contact time
12. Course cost (*amount in rands*)
13. When was course last offered
14. How frequently is the course offered (*annually, every 6 months, every 3 months*)
15. Form of learning: Face to face only/ Online only/Blended

#### Course content

16. Course content list
17. Form of Assessment (assignment/examination)
18. Programme learning outcomes

#### Participant Details

19. Number of participants trained in 2018

20. Number of participants still  
to be trained in 2018  
(approximate)

**Additional information**

21. Training challenges

22. Nature of support needed  
(issues that could be addressed  
through collaboration)

**STAFF DETAILS**

<b>Title of Facilitator</b>	<b>Surname of Facilitator</b>	<b>Name of Facilitator</b>	<b>Highest Qualification</b>	<b>Gender</b>	<b>Nationality</b>	<b>Status – contracted in or full time staff member</b>
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1.

2.

3.

4.

## Appendix 4: List of Academic offerings in M&E in SA

### List of Post Graduate Diplomas (n=4)

Table 41: PGDs in M&E offered in SA

Format	HEI	Faculty	Name of PGD
1. Post Graduate Diploma	Nelson Mandela University	Economic and Management Sciences	Advanced Diploma in Business Studies (with specialization in Monitoring And Evaluation)
2. Post Graduate Diploma	Stellenbosch University	Humanities	Postgraduate Diploma in Monitoring and Evaluation
3. Post Graduate Diploma	University of Fort Hare	Humanities	Postgraduate Diploma in Public Sector Monitoring & Evaluation Methods
4. Post Graduate Diploma	University of the Witwatersrand	Economic and Management Sciences	Postgraduate Diploma in the Field of Public and Development Sector Monitoring and Evaluation

### List of Masters (n=3)

Table 42: Masters programmes in M&E offered in SA

Format	HEI	Faculty	Name of Masters
1. Masters	Stellenbosch University	Humanities	MPhil Monitoring and Evaluation
2. Masters	University of Cape Town	Humanities	Master's in Programme Evaluation
3. Masters	University of the Witwatersrand	Economic and Management Sciences	Master in Management In The Field Of Public And Development Sector Monitoring and Evaluation

### List of PhDs (n=2)

Table 43: PhD programmes in M&E offered in SA

Format	HEI	Faculty	Name of PhD
1. PHD	Stellenbosch University	Humanities	PHD in Evaluation Studies
2. PHD	University of Cape Town	Humanities	Doctorate in Programme Evaluation

## List of Modules (n=24)

Table 44: M&E Modules in programmes offered in SA

Format	Degree type	HEI	Faculty	Name of Programme	Name of Module
1. Module	Undergraduate Diploma	Durban University of Technology	Economic and Management Sciences	National Diploma: Public Administration	Monitoring and Evaluation 2
2. Module	Bachelor's Degree	University of Fort Hare	Humanities	Bachelor of Social Sciences in Human Settlement	Monitoring and Evaluation of Human Settlement Projects
3. Module	Bachelor's Degree	University of Free State	Economic and Management Sciences	B Admin	Monitoring and evaluation in the public sector
4. Module	Honours Degrees	University of Zululand	Humanities	Bachelor of Arts Honours in Development Studies	Project Monitoring and Evaluation
5. Module	Post Graduate Diplomas	Stellenbosch University	Health Sciences	Post Graduate Diploma in HIV and Aids Management	Research, monitoring and evaluating of HIV/AIDS programmes
6. Module	Post Graduate Diplomas	University of Cape Town	Health Sciences	Postgraduate Diploma in Health Economics	Economic Evaluation for Health Care Decision-Making
7. Module	Post Graduate Diplomas	University of Western Cape	Health Sciences	Postgraduate Diploma in Public Health	Monitoring and Evaluation for Health Services Improvement
8. Module	Post Graduate Diplomas	University of Cape Town	Health Sciences	Postgraduate Diploma in Health Economics	Key Features of Economic Evaluation
9. Module	Post Graduate Diplomas	University of Pretoria	Health Sciences	Post Graduate Diploma in Health Systems Management	Introduction to monitoring and evaluation for health managers
10. Module	Post Graduate Diplomas	University of Pretoria	Health Sciences	Post Graduate Diploma in Health Systems Management Executive Leadership	Health informatics, monitoring and evaluation
11. Module	Post Graduate Diplomas	University of Pretoria	Health Sciences	Post Graduate Diploma in Public Health	Introduction to monitoring and evaluation for health managers
12. Module	Master's Degree	Nelson Mandela University	Economic and Management Sciences	Master of Philosophy in Development Finance	Monitoring and Evaluation

Format	Degree type	HEI	Faculty	Name of Programme	Name of Module
13. Module	Master's Degree	Stellenbosch University	Health Sciences	Master of Philosophy in Health Systems and Services Research	Economic Evaluation
14. Module	Master's Degree	Stellenbosch University	Health Sciences	MSC In Clinical Epidemiology	Economic evaluation in health care
15. Module	Master's Degree	Stellenbosch University	Health Sciences	Master of Philosophy in Health Systems and Services Research	Monitoring and Evaluation
16. Module	Master's Degree	Stellenbosch University	Economic and Management Sciences	Programme: M (Public Administration)	Monitoring and Evaluation
17. Module	Master's Degree	University of Cape Town	Health Sciences	Master's in Public Health (MPH) specialising in Health Economics	Theory & Application of Economic Evaluation in Health Care
18. Module	Master's Degree	University of Kwa-Zulu Natal	Health Sciences	Masters in Health Promotion	Planning & Evaluation of HP Interventions
19. Module	Master's Degree	University of Pretoria	Agricultural Sciences	M. Agric Rural Development	Measuring and monitoring food security
20. Module	Master's Degree	University of Pretoria	Health Sciences	MSC Epidemiology	Monitoring and evaluation
21. Module	Master's Degree	University of Pretoria	Health Sciences	Master's In Public Health	Economic evaluation of disease control intervention
22. Module	Master's Degree	University of Pretoria	Health Sciences	Master's In Public Health	Introduction to monitoring and evaluation for health managers
23. Module	Master's Degree	University of Pretoria	Health Sciences	Master's In Public Health	Monitoring and evaluation
24. Module	Master's Degree	University of Western Cape	Economic and Management Sciences	Master in Public Administration	Public Sector Planning, Monitoring and Evaluation

### List of short courses (n=22)

Table 45: Short courses in M&E offered in SA

Format	HEI	Faculty	Name of short course
1. Short Course	Nelson Mandela University	Economic and Management Sciences	Monitoring and Evaluation for Project Managers

<b>Format</b>	<b>HEI</b>	<b>Faculty</b>	<b>Name of short course</b>
2. Short Course	Nelson Mandela University	Economic and Management Sciences	Monitoring & Evaluation for Organisational Performance
3. Short Course	Nelson Mandela University	Economic and Management Sciences	Advanced Monitoring and Evaluation For Project Managers
4. Short Course	North West University	Economic and Management Sciences	Short Learning Programme on Monitoring & Evaluation (M&E)
5. Short Course	Rhodes University	Humanities	Certificate in Monitoring and Evaluation for Programme Managers
6. Short Course	Stellenbosch University	Health Sciences	Economic Evaluation
7. Short Course	Stellenbosch University	Humanities	Public Sector Monitoring and Evaluation
8. Short Course	Stellenbosch University	Humanities	Advanced Monitoring and Evaluation: Indicator Development
9. Short Course	Stellenbosch University	Humanities	Spring School Monitoring and Evaluation: An Introduction to ATLAS.ti v8 for qualitative data analysis
10. Short Course	Stellenbosch University	Humanities	Spring School Monitoring and Evaluation: Data Visualization
11. Short Course	Stellenbosch University	Humanities	Spring School Monitoring and Evaluation: Evaluation Design
12. Short Course	Stellenbosch University	Humanities	Spring School Monitoring and Evaluation: Data analysis using EXCEL
13. Short Course	Stellenbosch University	Humanities	Spring School Monitoring and Evaluation: Logic Modelling and Theories of Change
14. Short Course	Stellenbosch University	Humanities	Spring School Monitoring and Evaluation: An introduction to Public Sector Evaluation in South Africa
15. Short Course	University of Free State	Economic and Management Sciences	Monitoring and Evaluation in the Public Sector
16. Short Course	University of KwaZulu Natal	Not confirmed	Monitoring, Evaluation and Research Skills
17. Short Course	University of Pretoria	Health Sciences	Programme in the Monitoring and Evaluation Of Health Programmes
18. Short Course	University of Pretoria	Economic and Management Sciences	Outcomes-Based Monitoring and Evaluation Implementation
19. Short Course	University of Stellenbosch	Humanities	
20. Short Course	University of the Witwatersrand	Economic and Management Sciences	Public and Development Sectors Results-Based Management Systems
21. Short Course	University of the Witwatersrand	Health Sciences	Monitoring and Evaluation and Surveillance In Health
22. Short Course	University of Western Cape	Health Sciences	Monitoring and Evaluation Of Health and Development Programmes

## Appendix 5: List of Educational Evaluation programmes in the USA

Module	Program evaluation	Research practicum in measurement & evaluation	Evaluation of educational programs	Methods in program evaluation	Evaluation theory	Evaluation & public policy	Methodology of educational evaluation	Classroom assessment & evaluation	Cost & economic analysis in educational evaluation	Introduction to evaluation	Practicum in organizational evaluation	Program evaluation in education	Internship in research & evaluation	Total
Boston College	1					1								2
Brigham Young University	1	1	1	1					1					5
Columbia University	1	1		1										3
Duquesne University	1	1									1			3
Florida State University	1	1	1							1				4
Indiana University-Bloomington	1			1			1							3
Kent State University		1	1											2
Loyola University- Chicago			1		1		1				1			4
Northern Illinois University					1							1	1	3
Ohio State University				1			1							2
Oklahoma State University	1												1	2
Rutgers University					1	1						1		3
Syracuse University	1		1	1										3
University of California Berkeley	1	1		1						1				4
University of California-LosAngeles		1			1					1				3
University of Cincinnati								1						1
University of Denver		1		1	1									3
University of Florida												1		1
University of Iowa		1		1			1							3
University of Minnesota-Twin Cities	1		1		1				1					4





George Washington University	1								1					2
Georgia State University	1					1								2
University of Maryland-Baltimore County	1					1			1					3
University of Maryland-Baltimore	1	1				1								3
	<b>38</b>	<b>16</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>117</b>

## Appendix 6: The University of Melbourne programme

### Programme information

1. Name of programme	Graduate Certificate in Evaluation (GC) Master of Evaluation by Coursework (MC) Master of Evaluation by Research (MR)
2. Web link	<a href="https://online.unimelb.edu.au/assets/documents/course-guide/EVALO-ALL.pdf">https://online.unimelb.edu.au/assets/documents/course-guide/EVALO-ALL.pdf</a> <a href="https://handbook.unimelb.edu.au/2018/courses/gc-eval">https://handbook.unimelb.edu.au/2018/courses/gc-eval</a> <a href="https://handbook.unimelb.edu.au/2018/courses/mc-eval">https://handbook.unimelb.edu.au/2018/courses/mc-eval</a> <a href="https://handbook.unimelb.edu.au/2018/courses/mr-eval">https://handbook.unimelb.edu.au/2018/courses/mr-eval</a>
3. Department ( <i>where programme is housed</i> )	Centre for Program Evaluation, Melbourne Graduate School of Education
4. Year programme started	<b>GC: 2015. Prior to that it was the Post-Graduate Certificate in Evaluation (2011-2015) and prior to that the Post-Graduate Certificate in Assessment and Evaluation (before 2011).</b> <b>MC&amp; MR: 2011. Prior to 2011 it was the Master of Assessment and Evaluation.</b>
5. Admission Requirements	MC,GC, MR: bachelor honours degree or equivalent in a cognate area; or A three-year undergraduate qualification and at least 50 credit points, or equivalent, of graduate study in a cognate area; or An undergraduate degree in a cognate area and at least two years of documented relevant work experience (same for all)
6. Programme Credits ( <i>number</i> )	GC: 50 points MC: 100 points MR: 150 points (50 pts coursework, 100 pt thesis)
7. Duration of Programme ( <i>min-max</i> )	GC: 6 months full time, 1 year part time MC: 1 year full time, 2 years part time MR: 1.5 year full time, 3 years part time
8. Programme structure ( <i>e.g. 6 modules + thesis</i> )	GC: 2 core subjects, 2 electives MC: 3 core subjects +4 elective subjects+ 1 capstone subject MR: 2 core subjects + 2 electives + thesis
9. Number of contact session days ( <i>in total</i> )	<b>GC: 4*24= 96 hours</b> <b>MC: 8*24 = 192 hours</b> <b>MR: 4*24= 96 hours + thesis</b>
10. Number of students enrolled in 2018	<b>GC: 56</b> <b>MC: 155</b> <b>MR:</b>
11. Programme learning outcomes	GC: demonstrate knowledge and understanding of evaluation theory and practice; apply understandings of evaluation theory and methods to a range of practical settings; and demonstrate awareness of professional responsibilities and ethical principles that should characterise leaders in the evaluation field.  MC&MR: Demonstrate advanced knowledge and understanding

of evaluation theory and practice, Make effective use of evaluation literature and research, Apply evaluation theory and methods to a range of professional settings, Demonstrate an appreciation of professional responsibilities and ethical principles that characterise

leaders in the evaluation field

12. Mode of teaching and learning (face to face/blended/on-line)

We launched fully online MC and GC in April 2015.

MC and GC: Face to face and online until 2017, online only since 2017

MR: officially face to face, but functionally online for coursework and distance for the thesis since 2015.

13. Form of Assessment (*assignment +thesis or assignment + exams*)

GC: combination of assignments, exams, and essays

MC: combination of assignments, exams, and essays

MR: combination of assignments, exams, and essays + 20,000 word thesis

#### Additional information

14. Key challenges to programme

1. Transdisciplinary evaluation program in an education faculty, so continual advocacy needed to make sure education-related organisational changes don't negatively affect us.
2. Education faculty undergoing financial difficulty; resulting cuts resulted in a nearly 50% reduction in FT evaluation teaching staff as of Aug 2018.
3. Fully online in a primarily on campus, face to face faculty.
4. Scarce funding support for research on evaluation, so teaching and research positions are difficult to sustain.
5. Heavy administrative loads for remaining FT staff due to 2 and 3.
6. Heavy teaching loads due to 1. Moving toward higher use of sessionals (adjuncts) rather than full time ongoing academic appointments. Online delivery enables us to mitigate that a bit because we can hire internationally, which makes it easier to access expertise.
7. GC- and MC eval are nested courses with equivalent entry requirements and shared subjects. We are finding some of the content is too advanced for GC students. Un-nesting the GC-EVAL and providing more "entry" subjects is a possible development for the future.
8. Due to 5&6, limited time available to update online content for existing subjects, or develop new subjects including those referenced in 7, and others such as measurement, project management and interpersonal skills.

15. Nature of support needed (*issues that could be addressed through collaboration or funding*)

Funds to do research on evaluation and evaluation training – collaboration across institutions may ease this burden.

## MODULE DETAILS

Module Name	Points/ Credits	Elective/ Compulsory	Time allocated to module (e.g. 1 day or week)	Topics	Highest Qualification  (e.g. BA Education, MPhil Development Finance, PHD Evaluation Studies)	Gender of Lecturer	Nationality of Lecturer	Lecturer Status - full time (FT) or part time (PT)
1. Foundations of Evaluation	12.5	Compulsory	8 weeks	introduction to evaluation fundamentals,  including: the nature and purposes of evaluation, the logic of evaluation, types of  evaluations, values and professional standards	PhD	M	Canadian (Quebecois); Australian Permanent Resident	FT
2. Applied Research  Methodology	12.5	Compulsory	8 weeks	introduction to the philosophical backgrounds and influences on social research,  epistemological and ontological considerations, and the basic foundations of research design, logic of inquiry and ethics of social research	PhD	F	Australian	PT
3. Practice of Evaluation	12.5	Compulsory (for MC only)	8 weeks	evaluation-specific tools and methods; planning, conducting and managing  evaluations, stakeholder engagement strategies, and evaluation reporting	PhD Interdisciplinary Evaluation	F	USA; Australian Permanent Resident	FT
4. Evaluation Capstone	12.5	Compulsory (for MC only)	8 weeks	The capstone project is either 1) participation in a real evaluation project, which  leads to the production of a report, or 2) a critical review of a particular body of  literature in evaluation, which leads to the production of a journal article	As above	F/M	As above	
5. Developing Evaluation Capacity	12.5	Elective	8 weeks	fundamentals of evaluation capacity building, the  concept of developing evaluation capacity with individuals, teams and organisations  and how to apply these concepts in practice	Master of Public Health (Program Evaluation)	M	New Zealand and Kiribati	PT

					PhD in Evaluation in process				
6. Debates in Evaluation	12.5	Elective	8 weeks	the nature and role of evaluation theory; pioneering figures and major debates in evaluation's short but rich history; approaches to classifying evaluation theories; and the relationship between evaluation theory and contemporary practice	As above				
7. Evaluation and Value for Money	12.5	Elective	8 weeks	economic methods of evaluation	PhD Interdisciplinary Evaluation	F	USA		FT
8. Impact Evaluation	12.5	Elective	8 weeks	causation; dealing with issues of attribution; conceptual and technical considerations associated with experimental and quasi experimental design; and alternative strategies for causal analysis	PhD under examination	F	New Zealand		PT
9. Quantitative Methods for Evaluation	12.5	Elective	8 weeks	philosophy of quantitative methodology; types of data; samples and populations; descriptive and inferential statistics; exploratory and confirmatory data analysis; survey design and questionnaire construction; and displaying data using SPSS	PhD	M	Australia		FT
10. Qualitative Methods for Evaluation	12.5	Elective	8 weeks	orientations to, and debates surrounding, qualitative approaches; the collection, display and analysis of qualitative data; the use of systematic methods of data reduction, display and	Master of Education	F	Spain (Australian Permanent Resident)		PT

				analysis and how qualitative research methods are commonly used in evaluation				
				studies				
11. Mixed Methods	12.5	Elective	8 weeks	the emergence of mixed methods approaches; nature and purposes of mixed methods studies; choosing mixed methods designs; synthesis of mixed methods data; strengths and limitations of mixed methods research and evaluation projects	PhD in Psychology (Evaluation and Applied Research Methods)	F	Australia	PT
Research and Evaluation								
12. Evaluation in Education	12.5	Elective	8 weeks	Performance evaluation (student assessment, teacher reflective practice), Product evaluation (curriculum effectiveness), Program evaluation (school accreditation, organisational/systems level evaluation), Personnel evaluation (teacher performance appraisal, principal performance appraisal), Policy evaluation (policy to practice and practice to policy studies), Proposal evaluation (assessing grant-making applications for funding) The subject will culminate with a look at meta-evaluation (evaluating evaluations).	PhD Interdisciplinary Evaluation	F	USA	FT

## Appendix 7: Complete list of education evaluation doctoral theses (Section 3: Bibliometric section)

<b>Student Surname</b>	<b>Student First names</b>	<b>Title</b>	<b>Year</b>	<b>University</b>
Adam	Aninda	The development of a school-wide progress monitoring assessment system for early literacy skills	2014	North-West University
Anyanwu	Raymond Ndubisi	The implementation and evaluation of a constructivist intervention in secondary school science teaching in Seychelles	2008	University of South Africa
Appalraju	Dhalialutchmee Padayachee	Emerging bilingualism in rural secondary schools in KwaZulu-Natal : the impact of educational policies on learners and their communities.	2010	University of KwaZulu-Natal
Balladon	Francesca Emma	The implications for classroom practice of the Outcomes-Based Education model for French teaching and learning : an evaluation of modes of implementation in KwaZulu-Natal schools	2004	University of KwaZulu-Natal
Boshoff	Tanya	The compilation and evaluation of a creativity programme for children in middle childhood	2006	North-West University
Brink	Andrea Johanna Wilhelmine	Evaluation of a programme to facilitate positive youth development	2010	North-West University
Cekiso	Mzwamadoda Philip	Evaluating reading strategies instruction	2007	North-West University
Chemane	Bonginkosi Reginald	Evaluation of psychological intervention programs for children with behavioural and emotional problems in schools of industries in the Ukhahlamba region	2004	University of Zululand
Chirwa	Grames Wellington	An illuminative evaluation of the standard 7 and 8 expressive arts curriculum in Malawi.	2015	University of the Witwatersrand
De Jager	Melodie	An evaluation of Brain Gym as a technique to promote whole brain learning : a personal and professional leadership perspective	2005	University of Johannesburg
De Lange	Aletha Maria	An evaluation of the implementation of the school environmental policy and management plan in schools in Mpumalanga	2004	University of South Africa
De Villiers	Rikus Ruben	Evaluating the effectiveness of a newly developed simulation in improving the competence of audit students	2015	North-West University
De Villiers	Eleftheria	The impact of a discourse-based teacher-counselling model in training language teachers for outcomes-based education	2001	University of the Free State
Delport	Danri Hester	The impact of a classroom intervention on university students' learning in a Mathematics and Statistics-related subject	2010	University of the Free State
Dippenaar	Anna Johanna Francina	The Vista University English language proficiency course : an evaluation	2004	North-West University



Dreyer	Lorna M	An evaluation of a Learning Support Model in Primary Schools in the West Coast/Winelands Area	2008	Stellenbosch University
Emanuel	Lesley	Developing employability: an evaluation of the World of Work Training and Internship Programmes at the University of the Witwatersrand, Johannesburg	2011	University of the Witwatersrand
Esterhuizen	Angelique	The impact of a master's programme in education of students' academic writing proficiency	2001	University of Johannesburg
Ferreira	Stephanus Lourens	The design, implementation and evaluation of student support and development services in further education and training colleges in South Africa	2002	University of the Western Cape
Galyam	Nilly	Teaching thinking skills in science to learners with special needs : an evaluation study	2004	Stellenbosch University
Gibbens	Cornelia Gertruida Aletta	Criteria for the evaluation of ESL readers for the senior primary phase	2000	North-West University
Green	Paul Edmund	A systems approach to the evaluation of an academic department as a service provider at a University of Technology.	2013	University of Kwazulu-Natal
Gumpo	Hlalani	A theory-driven evaluation of an early childhood school readiness programme in an under-served area in the Western Cape Province.	2017	University of Cape Town
Jonas	Patrick Thando	A scorecard for monitoring and evaluation of governance of special schools in the	2011	Stellenbosch University
Kapfudz	Gabriel	An evaluation of the social studies programme textbook content at stage four (4) level in Zimbabwean primary schools	2014	Tshwane University of Technology
Kashora	Phoebe	Evaluation of curriculum design and delivery : a case for Zimbabwe Staff College	2015	University of South Africa
Khumalo	Blasius Dumisani	A socio-educational evaluation of the pre-school initiatives in the Nongoma district of Kwa-Zulu Natal	2000	University of the Free State
Kigozi	Benon	An evaluation of music education in elementary schools in Buganda: A way forward	2008	University of Pretoria
Koorsse	Melisa	An evaluation of programming assistance tools to support the learning of IT programming: a case study in South African secondary schools	2012	Nelson Mandela University
Kriek	Jeanne	Construction and evaluation of a holistic model for the professional development of physics teachers via distance education	2005	University of South Africa
Lambani	Matodzi Nancy	Conceptual teaching by grade 7 non-mother tongue English teachers : a formative evaluation study from the Vhembe district, Limpopo province	2014	Tshwane University of Technology
Legodi	Mapula Rosina	The transformation of education in South Africa since 1994 : a historical-educational survey and evaluation	2001	University of South Africa
Lucen	Anusha	Tracing the implementation trajectory of an education policy : the case of whole school evaluation	2003	University of Pretoria
Luneta	Not available	Mentoring teachers : developing, piloting and evaluating a mentor training programme for primary school teachers in Swaziland	2003	University of the Witwatersrand

Mabasa	Layane Thomas	A responsive evaluation approach in evaluating the safe schools and the child-friendly schools programmes in the Limpopo province	2013	Stellenbosch University
Madusise	Sylvia	Indigenisation and mathematisation as entry points to mathematics education : exploring pedagogic impact through an intervention study in grade 9	2013	Tshwane University of Technology
Madziyire	Godfrey Tapfumaneyi	Evaluating the impact of philanthropic activities in public high schools in Mutasa District, Zimbabwe : an educational management perspective	2015	University of South Africa
Mahomed	Shaheda Hassim	Critical evaluation of the Practical Legal Studies programme at the University of the Witwatersrand	2014	University of the Witwatersrand
Makapela	Nomawabo	A framework for evaluating an introductory statistics course at the University of the Western Cape	2009	University of the Western Cape
Masebe	Johnny	Meta-evaluation for programme reviewing at a University of Technology	2007	University of Pretoria
Mashongoa ne	Thabo Shadrack	The impact of National Certificate Vocational on the continued learning : patterns and destination of the FET colleges engineering graduates in the North West Province	2015	University of South Africa
Mathaba	Richard Siphamandla Ryan	External whole school evaluation of underperforming secondary schools in Mpumalanga province	2014	Durban University of Technology
Matthews	Brenda Marian Frederica	Evaluation of a bullying prevention programme at selected schools in the Western Cape Province the Olweus approach	2015	University of the Western Cape
Mbalati	Timothy	A critique on the implementation of whole school evaluation policy in Limpopo province	2010	University of Limpopo
Mbokazi	Msawenkosi Sandile	An evaluation of the role of environmental education in promoting sustainable living in secondary schools, Umkhanyakude district, Kwazulu-Natal	2016	University of South Africa
McCabe	Rose-Marie Veronica	Development and application of evaluation criteria for tertiary in-house EAP materials	2008	North-West University
Mdluli		An evaluative study of leadership style of female principals	2002	University of Zululand
Mkhize	Duduzile Rosemary	The impact of mathematics interventions in high schools : a mixed method inquiry	2011	University of Johannesburg
More	David Daniel	The impact of large scale training programmes on education management development in South Africa	2004	University of Pretoria
Mostert	Annamarie	A language programme evaluation : English as language of learning and teaching	2008	North-West University
Mothapo	Masedi Alpheus	A phenomenological evaluation of outcomes-based education with specific reference to South Africa	2005	University of Pretoria
Mothapo	Sentshuhlang Jacob	Assessing the impact of school governance in the Limpopo Department of Education with specific reference to Mankweng and Polokwane circuits.	2011	University of Fort Hare
Mowes	Delvaline Lucia	An evaluation of student support services in open and distance learning at the University of Namibia	2005	Stellenbosch University

Moyo	Partson Virira	The relative impact of an argumentation-based instructional intervention programme on Grade 10 learners' conceptions of lightning and thunder	2012	University of the Western Cape
Mudau	Awelani Victor	An evaluation of the teaching of projectile motion in grade 12 classrooms	2013	Tshwane University of Technology
Mumanyi	Obediah	An evaluation of teacher utilisation of 'Step in new primary mathematics grade 7' textbook in Mashonaland East Province of Zimbabwe	2014	University of South Africa
Muwanga-Zake	Johnnie Wycliffe Frank	Evaluation of educational computer programmes as a change agent in science classrooms.	2004	University of KwaZulu-Natal
Naidoo	Maynapathee	An evaluation of the sexuality education programme being implemented in South African schools	2006	University of Zululand
Napier	Catharina Elizabeth	Evaluation of a feeding programme in addressing malnutrition in primary schools	2006	Vaal University of Technology
Neerchand	Rajesh	A critical analysis of the national policy on whole school evaluation and its impact on the management capacities of school principals in the Durban south region in Kwazulu-Natal.	2007	University of KwaZulu-Natal
Nel	Benita Portia	An evaluation of a mathematics professional teacher development programme	2015	University of South Africa
Ngcobo	Sandiso	Dual language instruction (IsiZulu-English) of academic literacy and communication skills pilot course : impact on language attitudes of engineering students = Isifundo esilimi mbili (IsiZulu-Nesingisi) samakhono okufunda nokuxhumana : amandla aso kwizimo	2011	University of KwaZulu-Natal
Ngoepe	Lucia Junior	The University of Limpopo mathematics and science foundation year course in English and study skills : an evaluation	2007	North-West University
Ngololo		An evaluation of the implementation of ICT policy for education in rural Namibian schools	2011	University of Pretoria
Ngubane	Mpilo Brilliance	An evaluation of the outcomes-based education policy in public schools in the Empangeni region.	2002	University of Kwazulu-Natal
Nonyane	Dephney Leumang	The impact of the role of school governing bodies : a case study undertaken in the Gert Sibande district of Mpumalanga at Badplaas and Mashishila circuit schools	2016	University of South Africa
Nonyongo	Evelyn Pulane	Open and distance learning staff development : an impact evaluation of a southern African collaborative programme.	2007	University of the Witwatersrand
Pandey	Dhruwa	A study of the impact of a development programme for teachers of mathematics and physical science in rural secondary schools in South Africa	2010	University of Pretoria
Phaswana	Modiba Mack	The impact of the hidden curriculum on the South African school leaving examination in the Northern Province	2003	University of Pretoria
Philander	John Henry	The development and evaluation of a pilot school-based programme for prevention of HIV/AIDS among visually impaired and blind South African adolescents	2007	Stellenbosch University

Phuthego	Mothusi	An evaluation of the integration of indigenous musical arts in the creative and performing arts syllabus and the implementation thereof in the primary schools' curriculum in Botswana	2008	University of Pretoria
Pienaar	Pieter Abraham	Exploring the impact of narrative arts activities on the self-concept of Grade 9 learners in group context	2008	University of Pretoria
Postma	Thomas Corne	Evaluating the impact of adjunctive integrated case-based dental teaching and learning on clinical reasoning in a discipline-based teaching and learning environment	2014	University of Pretoria
Quan-Baffour	Kofi Poku	A model for the evaluation of ABET programmes	2001	University of South Africa
Rawatlal	Kamilla	The development, implementation and evaluation of interventions to build school connectedness : a pilot study	2014	University of Kwazulu-Natal
Rembe	Symphorosa Wilibald	The politics of transformation in South Africa : an evaluation of education policies and their implementation with particular reference to the Eastern Cape Province	2006	Rhodes University
Risimati	Hasani Pius	Whole-school evaluation in rural primary school in Limpopo Province	2007	University of South Africa
Rossi	June Calder	The development and evaluation of a programme of stimulation for preschool children with delayed motor or language development	2005	University of Johannesburg
Rubaba	Elimon	Effective school management in Zimbabwean schools : evaluation of the better school programme	2009	University of South Africa
Seagram	Robert	Use of constructivism in the development and evaluation of an educational game environment.	2004	University of KwaZulu-Natal
Sekao	Rantopo David	Diagnostic mathematics assessment : the impact of the GIST model on learners with learning barriers in mathematics	2011	North-West University
Sieberhagen	Elsabe Anee	The Evaluation of a Digital Information Literacy Program	2011	University of South Africa
Sikhwari	Tshimangadzo Daniel	An evaluation of the study skills training programme in the foundation programme at the University of Venda	2011	University of Johannesburg
Singh	Upasana Gitanjali	The development of a framework for evaluating e-assessment systems	2014	University of South Africa
Skosana	Petrus Sizani	Evaluating the impact of the principles of the National curriculum statement on grade 10 Life Orientation	2010	University of South Africa
Snyman	Jeannie Maryke	The impact of staff development programme for new lecturers at a university of technology	2016	Tshwane University of Technology
Sulayman	Hamdun Ibrahim	Building values: a collaborative, participatory and empowerment evaluation of civics and religion curricula in three Tanzanian schools	2008	University of the Witwatersrand
Teshome	Gudissa Degu	The impact of an adult literacy programme on the socio-economic empowerment of rural women in Oromia, Ethiopia	2016	University of South Africa

Thembele	Lungile Prudence	An evaluation of a psychosocial support intervention for vulnerable children	2007	University of Zululand
Tubaundule	Godfrey M	Evaluative research of the implemented secondary school curriculum in Namibia	2014	University of the Free State
Van der Merwe	Antoinette Deirdre	Evaluating the integration of ICTs into teaching and learning activities at a South African higher education institution	2004	Stellenbosch University
Van Niekerk	Mathilda	The development of a tourism curriculum evaluation model for secondary schools	2003	North-West University
Voges	Annelize	An evaluative analysis of a whole brain learning programme for adults	2005	University of Pretoria

A	Adam	Aninda	NWU	The reading literacy profiles of first-year BEd foundation phase students	2014	South African Journal of Childhood Education
LM	Dreyer	Lorna	SU	Experiences of parents with children diagnosed with reading difficulties	2015	Southern African Review of Education
LM	Dreyer	Lorna	SU	Experiences of second-class citizenship related to continued poor academic performance of minority Xhosa learners	2016	Education, citizenship and social justice
LM	Dreyer	Lorna	SU	Exploring collaboration between mainstream and learning support teachers	2014	Education As Change
LM	Dreyer	Lorna	SU	Exploring the changing role of learning support teachers in the Western Cape, South Africa	2013	Perspectives in Education
LM	Dreyer	Lorna	SU	Hope anchored in practice	2011	South African Journal of Higher Education
LM	Dreyer	Lorna	SU	Making learning support contextually responsive	2012	Africa Education Review
LM	Dreyer	Lorna	SU	Reflective journaling: A tool for teacher professional development	2015	Africa Education Review
M	Koorsse	Melissa	NMMU	A Comparison of E-Assessment Assignment Submission Processes in Introductory Computing Courses	2016	Communications in Computer and Information Science
M	Koorsse	Melissa	NMMU	Criteria for Evaluating Automated Grading Systems to Assess Microsoft Office Skills	2016	Communications in Computer and Information Science
M	Koorsse	Melissa	NMMU	Programming assistance tools to support the learning of IT programming in South African secondary schools	2015	Computers and Education
MN	Lambani	Matodzi Nancy	TUT	Evaluation of grade seventh english teachers' mastery of concepts	2014	International Journal of Educational Sciences
MN	Lambani	Matodzi Nancy	UNIVEN	Communication between parents and their secondary school adolescents regarding contraception	2011	African Journal for Physical Activity and Health Sciences (AJPHES)
MN	Lambani	Matodzi Nancy	UNIVEN	English teaching strategies for senior phase selected English teaching strategies for first additional Language (FAL) senior phase learners	2016	International Journal of Educational Sciences
MN	Lambani	Matodzi Nancy	UNIVEN	Evaluation of Grade Seventh English Teachers'Mastery Concepts	2014	International Journal of Educational Sciences
MN	Lambani	Matodzi Nancy	UNIVEN	Grade 5 learners Geographical Knowledge in English	2014	International Journal of Educational Sciences
LT	Mabasa	Layane Thomas	UL	Using the responsive evaluation approach in evaluating the implementation of the Child Friendly Schools Programme in South Africa.	2013	Journal of Educational Studies
A	Mostert	Annamarie	NWU	The role of flexibility in the Context-adaptive Model for language programme evaluation: A case study	2013	SAALT: Journal for Language Teaching / Tydskrif vir Taalonderrig
CE	Napier	Carin	DUT	Comparison of three school feeding strategies for primary school children in an informal settlement in Gauteng, South Africa.	2009	Health SA Gesondheid
CE	Napier	Carin	DUT	Contribution of school lunchboxes to the daily food intake of adolescent girls in durban	2014	South African Journal of Child Health
CE	Napier	Carin	DUT	Determining nutritional status and food intake patterns of pre-school children in Empangeni, South Africa.	2016	African Journal of Hospitality, Tourism and Leisure
CE	Napier	Carin	DUT	Dietary fat intake and nutritional status Indicators of primary school Children in a low-income informal settlements in the Vaal region.	2011	South African Journal of Clinical Nutrition

CE	Napier	Carin	DUT	Dietary intake and nutritional status of adolescent girls and young women in Durban, South Africa	2015	Journal of Family Ecology and Consumer Sciences
CE	Napier	Carin	DUT	Impact of a nutrition education programme on the nutrition knowledge of primary school children.	2011	African Journal for Physical Activity and Health Sciences (AJPHEs)
CE	Napier	Carin	DUT	Nutrition education tools for primary school children in the Vaal region.	2011	Development Southern Africa
CE	Napier	Carin	DUT	Nutrition knowledge of grade R learner in Durban suburban schools: An intervention study	2016	Journal of Family Ecology and Consumer Sciences
CE	Napier	Carin	DUT	Nutritional status and food intake data on children and adolescents in residential care facilities in Durban	2013	South African Journal of Clinical Nutrition
CE	Napier	Carin	DUT	Prevalence of Zinc Deficiency Amongst Primary School Children in a Poor Peri-Urban Informal Settlements in South Africa.	2010	Health SA Gesondheid
CE	Napier	Carin	VUT	Situation analysis of an informal settlement in the Vaal Triangle	2005	Development Southern Africa
CE	Napier	Carin	DUT	The impact of a nutrition programme on the dietary intake patterns of primary school children.	2011	South African Journal of Clinical Nutrition
CE	Napier	Carin	DUT	The nutrition situation of free-living elderly in Umlazi township, South Africa	2013	Health SA Gesondheid
CE	Napier	Carin	DUT	Workplace wellness, nutritional status and disease.	2016	African Journal for Physical Activity and Health Sciences (AJPHEs)
K	Rawatlal		UKZN	Factors impeding school connectedness A case study	2012	South African Journal of Psychology

## Appendix 8: Data collection tables for Section 4 (Black evaluators)

Table 1: Interviews with evaluation service providers

Organisation (Staff size in brackets)	Programme type	Location	Core/Non-Core	Interview status
RebelGroup Advisory (149)	Ad-hoc	Jhb	Core	Completed
Benita Williams (4)	None	Jhb	Core	Completed
Southern Hemisphere (17)	Formal	CPT	Non-core	Completed
HRSC (400+)	Formal	PTA	Non-core	Completed
Impact Consulting (2)	Formal	CPT	Core	Completed
JET Education Services (13)	Formal	CPT & JHB	Core	Completed

Table 2: Interviews with black evaluators

Organisation (Staff size in brackets)	Interviewee role (Experience in years in brackets)	Gender	Interview status
South African Maths Foundation (13)	Project manager (9)	Male	Completed
Quest Research Services (26)	Research account manager (3)	Female	Completed
Southern Hemisphere (17)	Research assistant (2)	Female	Completed
Khulisa Management Services (30)	Associate (3)	Male	Completed
Benita Williams (4)	Evaluation Consultant (2)	Female	Completed

**For internal information purposes. To be removed from report prior to circulation.**

Gab Consulting (7)	Evaluator (10+)	Male	Withdrew
The Green House (6)	N/A	N/A	No black evaluator
RebelGroup Advisory Southern Africa (149)	N/A	N/A	No black evaluator
EPRI - Economic Policy Research Institute (10)	N/A	N/A	No black evaluator
Strategic Economic Solutions (4)	N/A	N/A	Not an M&E service provider
Research on Socio-Economic Policy (28)	N/A	N/A	No black evaluator
Oxford Policy Management (6)	N/A	N/A	No black evaluator
Infusion Knowledge Hub (Pty) Ltd (6)	N/A	N/A	No response



## List of donors that commission education evaluations

To produce this list (task 5.1), the first step was to compile a draft list / long list. This was done by combining the Inyathelo, DPME and Zenex lists, and the list was shared with Zenex.

The second step was to administer the survey. From this, a list of donor organisations were identified that fit the description. These are donors who indicated in the survey that they both (1) work in the education sector; and (2) have commissioned any evaluation(s) of the work they fund over the past two years.

Third, we added those donors that we had interviewed and that work in the education space, but had not completed the survey.

In this way, we compiled a list of 23 donors that commission education evaluations.

This may be supplemented as follows:

- Reviewing the remainder of donors that Zenex had listed, to see whether their websites indicate any education evaluation activities
- Scanning the websites of the most prominent education evaluation service providers to identify any donors who are not yet on our list, who have commissioned them to do education evaluations in recent years.

## List of donors that participated in the electronic survey

1. ACFS Community Education and Feeding Scheme
2. Uthungulu Community Foundation
3. Cyril Ramaphosa Foundation
4. Alstom Corporate Foundation
5. Zenex Foundation
6. Nashua Children's Charity Foundation
7. The Victor Daitz Foundation
8. The Saville Foundation
9. Roger Federer Foundation
10. BP Education Foundation
11. The Harry Crossley Foundation
12. FNB Fiduciary Philanthropy Centre
13. HCI Foundation
14. CHILDREN OF SOUTH AFRICA
15. DG Murray Trust
16. Volkswagen SA
17. RAITH Foundation
18. SAMRO
19. MMI Foundation

20. Maitri Trust
21. Ackerman Family Foundation
22. Siyawela
23. National Council of SPCAs
24. OSF-SA
25. Nedbank Private Wealth Foundations
26. Carnegie Corporation of New York
27. The Click Foundation
28. CS Mott Foundation
29. Tshikululu Social Investments
30. Engineering Information Foundation
31. MSDF
32. EMpower: The Emerging Markets Foundation
33. Rand Merchant Bank
34. The Community Chest of the Western Cape
35. Harry Frank Guggenheim Foundation
36. Nedbank Foundation
37. National Development Agency
38. Foundation
39. SANTAM

**List of donors that commission education evaluations according to the survey**

1. ACFS Community Education and Feeding Scheme
2. Ackerman Family Foundation
3. Allan Gray Orbis Foundation
4. Carnegie Corporation of New York (higher education)
5. Children of South Africa
6. Cyril Ramaphosa Foundation
7. DG Murray Trust
8. EMpower: The Emerging Markets Foundation
9. Eskom Foundation (education to contractors)
10. Impala Bafokeng Trust
11. Maitri Trust
12. MMI Foundation
13. MSDF
14. National Development Agency

15. Nedbank Private Wealth Foundations
16. RAITH Foundation
17. Roger Federer Foundation
18. Siyawela
19. The Click Foundation
20. The Community Chest of the Western Cape
21. Tshikululu Social Investments
22. Uthungulu Community Foundation
23. Zenex Foundation

## Appendix 9: Literature review- Capacity and needs of black evaluators

This objective of this literature review is two-fold. Firstly, it outlines findings from existing international and local studies on career success more generally. Given the limited studies focused on black evaluators, the review considers literature on black professionals more generally and in other professions to understand influencing factors and barriers experienced by this cohort. Additionally, studies looking into factors such as the role of employment equity, mentorship and gender are cited to elaborate on the mechanism through which the factors influence, enable or disable career success. Secondly, the review presents a summary of the key dynamics in South African evaluation landscape and the specific implications for skills development and capacity building. This is based on the few studies available that have investigated demand and supply side dynamics. Moreover, the discussion describes current initiatives in the country aimed at capacity building for evaluators in the country, particularly those targeted at black evaluators.

### Determinants of career success

The literature review situates the identified problem with respect to variations in quality of evaluations processes and products; and the limited number of historically disadvantaged individuals and agencies leading evaluations in the broader literature related to career success and barriers faced by black professionals more generally. Judge et al (1995) define career success as work-related outcomes or achievements as well as positive psychological benefits that are accumulated from work experiences. It comprises of two components namely objective and subjective career success. Objective career success measures of career success include salary and ascendency, while subjective indicators typically refer to career satisfaction. Most studies on the determinants of career success investigate the effect of factors that fall into both components.

In a ten-year study of 289 workers from across many jobs and industries in the workforce, Maurer and Chapman (2013) found that early support for development from an employer contributed to both objective and subjective career success resulting in higher current pay level and career satisfaction. This was consistent even after accounting for human capital and socio-demographic variables which suggests that this variable is particularly important for career success. The authors also find that efforts from employees to participate in skills development over time had long-reaching positive effects on ascendency.

The quantity and quality of education have both been found to positively affect objective career success. The mechanisms through which high quality educational institutions influence career success include acting as a signal for high performance which is used by organisation in their selection and promotion decisions, possible selection bias in that they attract high quality students and access to influential networks Judge et al (1995). A local narrative investigation into career success for women

found that education is a critical enabler of career success and achieves this through an influence on individual goals (Chinyamurindi, 2016).

The role of professional networks ranges from access to information, peer learning and support. In a self-evaluation study of success, Nabi (2005) finds that respondents that make extensive use of networking reporting positive perceptions about their own careers which suggests that networking contributes to constructive career reinforcement.

In terms of entry barriers for previously disadvantaged groups, a paper by Ebersohn and Mbetse (2003) explored community strategies to career education in South Africa and found that one of the barriers experienced by disadvantaged youth is limited knowledge about training institutions and limited access to career education services. Doubell and Struwig (2014) investigate the perceptions of factors influencing the career success of professional and business women in South Africa and identify a statistically significant effect of gender stereotyping and a lack of role models and mentors as key barriers of career success.

The South African legislative framework offers a direct intervention into the labour market aimed at addressing prior disadvantage. Booysen (2007) shows through an in-depth case study analysis that while the legislation has led to some progress in recruitment of previously disadvantaged groups, inconsistent implementation and low leadership commitment to transformation are barriers to retention of black employees.

### [The South African evaluation landscape and implications for capacity building](#)

Although local evidence specifically focused on evaluators' career development and opportunities for capacity building remain limited, a recent study provides some insight into the evaluation demand and supply side dynamics in the country. Phillips' (2018) diagnostic study profiles the demand and supply of evaluations in South Africa, making it a useful starting point for any study on capacity building in the local evaluation space. Below is a summary of the key findings from the report that are most pertinent to this study.

In terms of government, the diagnostic presents critical challenges with respect to the quality of demand in the country. Suppliers in the market consistently note procurement processes, management style, payment delays and scope creep as some of the key challenges experienced working on evaluations for government departments. While some interviews were conducted with donors, the demand side almost exclusively focused on the role of government as a significant evaluation procurer. The findings from four interviews with donors suggest that none contracted South African service providers directly and rather issued framework contracts and companies often sub-contract local expertise for evaluations. This is a limitation of sample selected for the interviews as insight on the experiences from donors who do would have been crucial to understanding donor demand side dynamics.

An important finding on the supply side is the difficulty with defining an evaluation consultant. A number of suppliers often form associations with individuals that hold required qualifications and expertise when bidding for evaluation work instead of hiring permanent evaluation staff. Where staff is hired, findings with respect to capacity include a preference from suppliers to prioritise sector expertise and experience with evaluation methods over specialisation in evaluation if the candidate only has limited sector knowledge. Suppliers indicated that they have some form of programme in place to develop evaluators and offer support to attend training courses.

The diagnostic presents an outlook of increasing demand for particularly government evaluations that is projected to likely outstrip supply. This will place further pressure capacity and skills development on the supply side to meet this demand. A key recommendation is a thorough assessment of skills gap to be undertaken to inform the training requirements. Additionally, the current debate on minimum competency requirements for evaluators needs to reach clear conclusion with consensus that can be used to identify skills gap in the sector.

### Local and international initiatives and developments

Several initiatives are currently in progress to address the skills and capacity challenge identified above. Locally, a taskforce has been established by DPME that is focused on YEEs which the South African Monitoring and Evaluation Association is a part of. The taskforce's is still in early stage of formation with concept papers put together, but still in draft stage. This will be used to approach potential partners such as National Treasury. SAMEA's contribution is a capacity building strategy for YEEs. A draft concept note is currently being reviewed and will be presented to the board for review and approval.

Internationally, EvalYouth, a global network that aims to promote support career success for young emerging evaluators (YEE), conducted a global survey of young evaluators to understand how organisation engage in YEE mentoring and identify mentoring gaps and potential solutions. Responses from 300 YEE in 69 countries revealed a need for evaluation capacity development and limited mentoring programmes targeted at evaluations (EvalYouth, 2017)

EvalYouth has established a taskforce that is piloting a global mentoring programme for YEE aimed at building the individual capacities for evaluation of this cohort. This is designed to be achieved through global collaboration, diversity, dialogue, research and agile iterations for adaptive and participatory planning. A few South African evaluators are involved in the task force responsible for this initiative and a few South Africa YEEs have enrolled as mentees.

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