

# M&E in a SETA Environment

Implementation Guidelines  
For the Overall M&E Framework

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higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



RHODES UNIVERSITY

*Where leaders learn*



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# High Level Impact Pathway

High Level INPUT GOALS FOR SETAS:

IF a responsive/aligned and effectively functioning skills (eco)systems exist, THEN



High Level OUTCOME GOAL:

Learners representative of society will benefit from diverse opportunities for skills development WHICH CONTRIBUTE TO



IMPACT GOALS:

A transformed, employable, skilled & capable workforce that is participating in the economy and contributing to society

# High Level Theory of Change

**To achieve this PSET needs a combination (non-linear pathway) of the following:**

Skills intelligence (including both demand and supply); AND

Learning pathways, qualifications and standards; AND

Functioning providers; AND

Skilled and capable educators and trainers; AND

Funding that is adequate, effectively disbursed; AND

Attention to transformed and equitable access; AND

Career and study guidance; AND

Monitoring, evaluation, feedbacks for continuous improvement.

# High Level Theory of Change

IF SETAs ...

- Provide skills intelligence that is regularly updated, sector, industry and region specific; AND
- Inform the development of learning pathways, qualifications and standards, AND
- Support the development of functioning education and training providers, AND
- Support the capacity development of educators and trainers, AND
- Effectively disburse funds for diverse and relevant skills development opportunities that is adequate and effectively managed, to provide transformed and equitable access; AND
- Career and study guidance aligned with real needs and opportunities; AND
- Engage in monitoring, evaluation and feedbacks for continuous improvement,

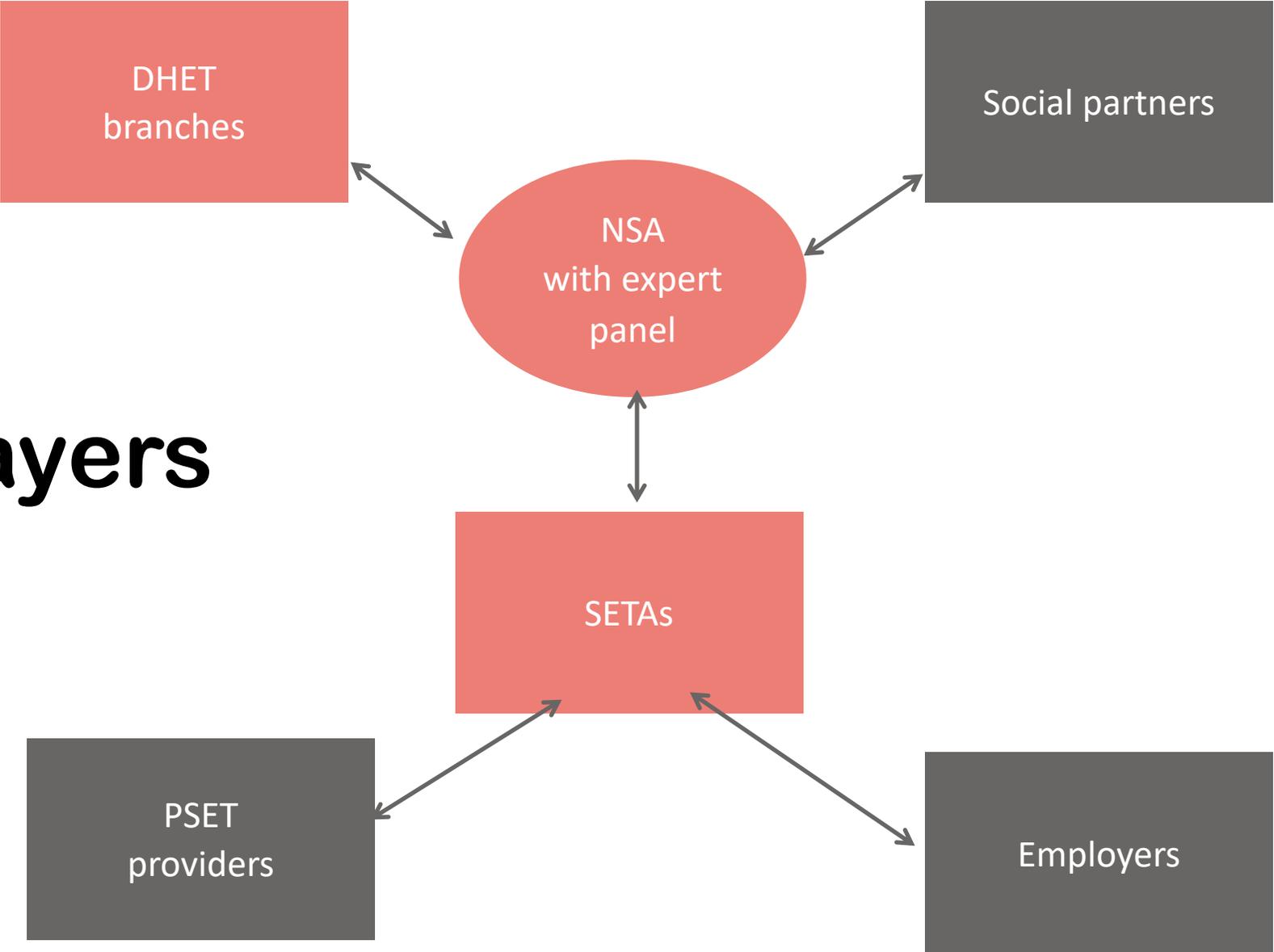
THEN ... SETAs will have contributed to an aligned, responsive, resourced and effectively functioning skills (eco)system for sectoral and inter-sectoral skills needs and national priorities in South Africa.

- AND IF learners enrol in and successfully complete skills training in this system ...
- THEN learners will become more educated, skilled and employable (Final Outcome for SETAs).
- FURTHERMORE, IF there is in place a responsive skills (eco)system as outlined above, in which learners succeed,
- THEN ... South Africa will have a (transformed,) skilled and capable workforce who participate in the economy (economic growth, employment growth and productivity) and contribute to society (social development);
- ULTIMATELY, this will improve social and economic development in South Africa.

# High Level Indicators of Change

1. Producing sector-specific and cross-sectoral skills intelligence
2. Funding and guiding capacity development for educators, trainers & mentors in private and public providers and workplaces (small, medium, large)
3. Efficiently disbursing and effectively governing the skills levy funding
4. Funding learner participation in PSET in colleges, universities and workplaces, enabling inclusivity in gender, race, disability and geographic spread
5. Funding and guiding career and study guidance for all learners informed by regularly updated skills intelligence on skills needs and opportunities i.t.o. livelihoods, enterprise development, employment
6. Conducting, contributing to and using M&E for continuous improvement of governance, planning and skills development
7. Contributing to an aligned, functioning skills (eco) system
8. Contributing to a skilled and employable workforce
9. Funding and guiding skills for enterprise development
10. Funding and guiding skills for sustainable livelihoods among the unemployed and under- employed

# Roleplayers



# 1. National Skills Authority (NSA)

The NSA has the primary responsibility for implementing and communicating the findings of the Overall M&E Framework. It should do so through a combination of leadership, and seeking expertise where necessary. This role includes:

- Being accountable for implementation - ensuring that it happens
- Appointing and regularly convening an expert panel to provide guidance
- Engaging stakeholders to whom SETA M&E is important, and who have a secondary role in implementation (other role players in Figure 1)
- Developing an implementation plan for the Overall M&E Framework based on these guidelines and detailing the implication for and with other role players
- Ensuring alignment of the various components through high level communications (publications, website, regular general and targeted, ad hoc meetings)
- Appointing and managing research teams to undertake evaluations
- Commissioning and facilitating evaluations with experts where necessary
- Quality control of commissioned evaluations, with experts
- Synthesizing all relevant M&E findings with expert panel and appointed researchers and lead integration of findings across multiple studies and data sources
- Planning and convening the National Skills Conference (NSC)
- Ensuring implementation of actions following the NSC
- Publishing the findings from the Overall M&E Framework in a *SETA Monitor* or similar publication, to provide continuity between and wider stakeholder engagement beyond the NSC.

## 2. Department of Higher Education & Training

DHET is the ultimate authority responsible for oversight over the implementation of the Overall SETA M&E Framework and for resourcing it. The NSA is a DHET entity and a close working relationship is required. The entities in DHET have specific roles:

### ***2.1 Policy, Research and Strategy Branch***

This DHET entity needs to:

- Oversee the implementation of the strategy
- Ensure that it is adequately resourced
- Track its implementation
- Participate in the expert panel, in order to provide shared steering guidance to the NSA
- Arrange for a collective revision of the Overall SETA M&E Framework, first on an annual and then on a five-year basis.

## 2. Department of Higher Education & Training

### ***2.2 Skills Branch***

This DHET entity needs to:

- Provide annual synthesised data on individual and overall SETA Performance as monitored by the branch
- Provide annual diagnostic and other evaluation insights re. SETA Performance based on quarterly and annual reports and engagements with SETAs
- Participate in the expert panel.

## 2. Department of Higher Education & Training

### ***2.3 SETA Support Branch***

This DHET entity needs to:

- Provide annual diagnostic and other evaluation insights based on its engagements with SETAs
- Participate in the expert panel.

# 3. Social Partners

Have a general stake in the work of the NSA and the SETAs. They include organised Labour; other government departments; academia (scholars who study PSET as well as M&E); industry in general; communities. Their shared role is to hold DHET entities including the NSA and SETAs accountable, and to provide diverse perspectives into how the SETAs are functioning within the wider PSET system, the economy and society. They can also reflect on the merit of the Overall SETA M&E Framework and the manner in which it is being implemented; and they should have a shared steering role into the annual focus of the SETA M&E and the NSC.

These roles can be fulfilled through the following:

- Participating on the expert panel
- Participating in the National Skills Conference (NSC)
- Engaging with the content of the *SETA Monitor* through online platforms and NSC
- Contributing data for SETA monitoring and evaluations
- Conducting commissioned evaluations and contributing own evaluation findings
- Providing additional resources (financial and in-kind) when warranted.

## 4. SETAs

The SETAs should engage the implementation of the Overall M&E Framework as an additional tool to help shape their strategy, and to provide them with communications and planning resources. They should aim to align / integrate with the framework, but also to shape its annual focus. Their specific roles are vital for the successful implementation of the Framework, and should be adequately resourced. These are:

- Provide evaluation findings, from evaluations they have commissioned or undertaken
- Contribute to evaluations commissioned and undertaken by the NSA
- Engage with providers and employers to obtain necessary data
- Participate through representatives on the Expert Panel.
- Participate in the National Skills Conference.

# 5. Employers & Training Providers

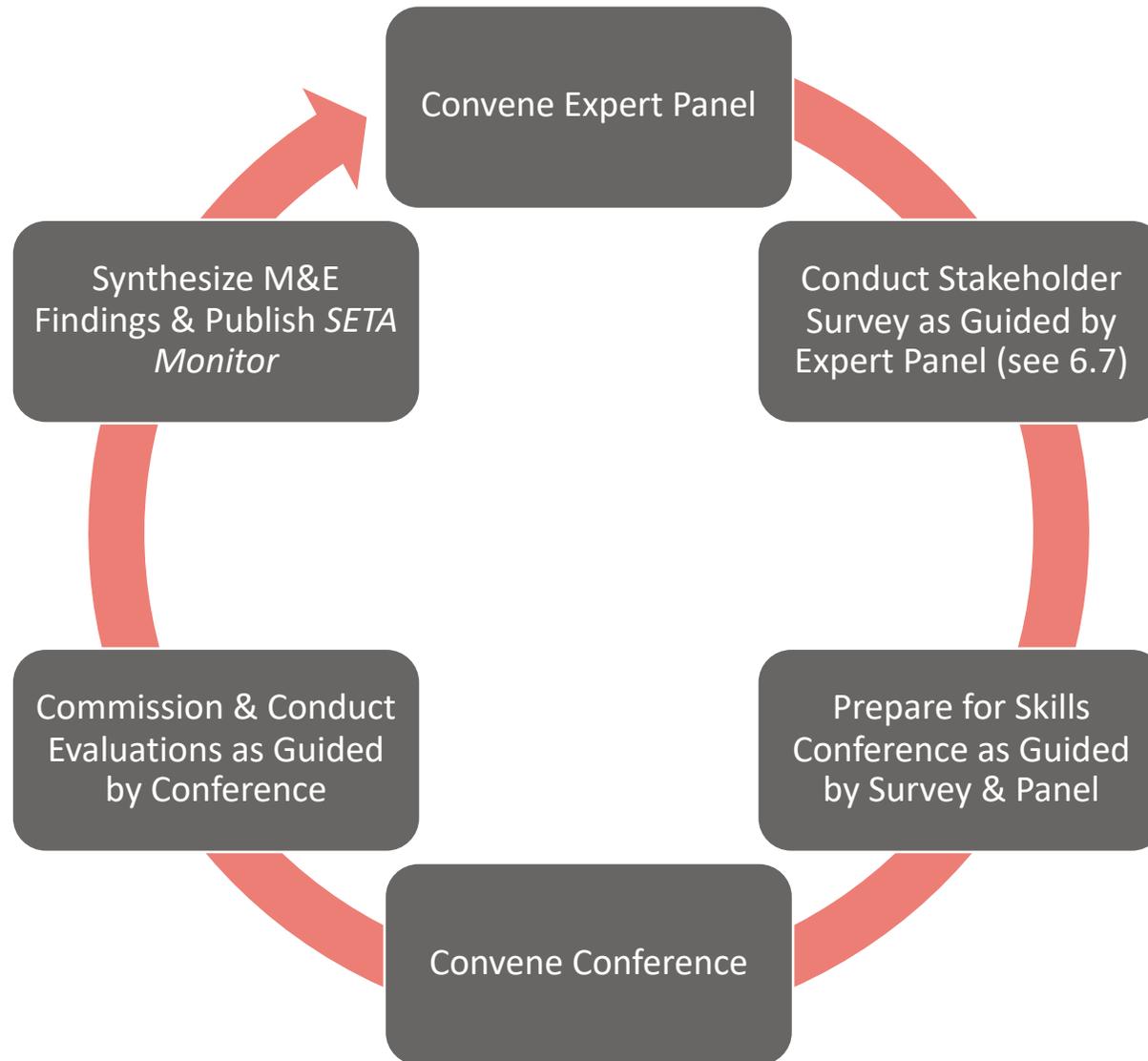
## **Employers**

- Provide employer data to SETAs (through existing annual processes)
- Contribute to evaluations commissioned and undertaken by the SETAs
- Contribute to evaluations commissioned and undertaken by the NSA
- Participate through representatives on the Expert Panel.
- Participate in the National Skills Conference.

## **Education and Training Providers**

- Provide provider data to SETAs (through existing annual processes)
- Contribute to evaluations commissioned and undertaken by the SETAs
- Contribute to evaluations commissioned and undertaken by the NSA
- Participate through representatives on the Expert Panel.
- Participate in the National Skills Conference.

# Process



# Resources – related to:

NSA M&E  
Coordinator

NSA  
Communications  
Coordinator

Expert Panel

Meetings- Panel,  
Conference,  
Other

Research  
Partners

# Resources – continued:

ACTIONS	INDICATIVE SPECIFIC RESOURCES
Coordination, advocacy, oversight, alignment, convening of Expert Panel	NSA M&E Manager Panel budget
Gather existing M&E data and studies	NSA M&E Manager with research partner(s)
Stakeholder surveys	NSA M&E Manager with research partner(s)
Conference planning, facilitation	NSA M&E Manager with other NSA staff Research partners; Expert Panel
Analyse conference outcomes and formulate action plans; commission evaluations	NSA M&E Manager with Expert Panel and research partner(s)
Conduct evaluations	Evaluation research partners; SETAs
Supervise, manage, facilitate, quality control evaluations	NSA M&E Manager
Meta-analysis of evaluation findings and performance monitoring data	NSA M&E Manager with Expert Panel and research partner(s)
Engage stakeholders; communications	NSA M&E Manager with Communications Manager
Publication of SETA Monitor	NSA M&E Manager with Communications Manager

# Next Steps

The NSA needs to take 7 steps, which will result in the development of its SETA M&E *Plan*, which it should then follow:

1. Discuss this document (and the Framework Document) with all role players.
2. Interpret the guidelines in further detail for each role player (e.g. how often should “regular meetings” be? This depends on organisational considerations such as budget, other schedules, etc. Briefs may need to be written).
3. Plan the resource requirements in detail (how many staff and researchers, expert panel members, at what rates; costs per meeting, conference, publication, etc.)
4. Put resources in place: staff, budget, research partnerships, expert panel
5. Plan the next National Skills Conference (e.g. for March 2021) in consultation with the Expert Panel and informed by the survey (see 6.7). Note: The NSC will also cover areas other than SETA performance.
6. Plan the *SETA Monitor* (an annual publication summarizing overall M&E findings) and put in place a publishing mechanism and oversight (e.g. similar to *DHET Research Bulletin*)
7. Conduct the survey: What M&E findings are available at this time? What are the burning issues at this time? On which areas should the next National Skills Conference (SETA component) therefore focus?

# Source Documents

- *High-level Framework for M&E in a SETA Environment*. May 2020. Ward, M. & Rosenberg, E. Rhodes University with BANKSETA, ServicesSETA.
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