
Mpumalanga Provincial Government
Department of Education



MPUMALANGA

PROVINCIAL EVALUATION PLAN

2016/17-2018/19

FOREWORD

In line with the National Evaluation Policy Framework and its guidelines, the Province has developed the first Provincial Evaluation Plan (PEP) for 2016/17 – 2018/19.

Our PEP is intended to contribute to the following purposes of evaluation:

- To improve the performance of the policies, programmes and projects;
- To improve accountability: we want to know if our programme budget is spent as intended in the programme plan and whether the implementation of the programmes is making a difference to the lives of the target population;
- To generate information in order to contribute to evidence-based decision making processes.

The Mpumalanga Department of Education is already in the process of capacitating our Evaluation Steering Committees as they are key to ensuring that the above stated purposes of evaluation are realized. The Provincial Management forum will provide leadership (in their individual departments) to this evaluation process in line with Chapter Five of Treasury Regulations (evaluation of performance) and Section 38 of Public Finance Management Act.

The improvement plans, as final products of evaluation process, will be embedded in the Annual Performance Plans of the implementing departments to ensure that the evaluation recommendations are utilized.

As a Province we have already conducted two evaluations with the assistance of GIZ. We wish to express our sincere appreciation for the contribution they made to the development of our Province.

Kind Regards,

TABLE OF CONTENTS

Glossary	4
1. Background	5
2. Progress of Previous Evaluations	7
3. Summary of Approved Evaluation for 2016/17	7
4. Concepts for Evaluations for 2016/17 Financial Year	10
The effectiveness and impact of the Schooling Transformation and Reform	
4.1 Strategy	10
4.2 The effectiveness and the impact of the Dial Tutor Project	
4.3 Implementation/impact Evaluation of the School Nutrition Programme	14
4.4 Implementation/impact Evaluation of the Boarding Schools	
5. Outline of Evaluations proposed for 2017/18	17
6. Outline of Evaluations proposed for 2018/19	19
7. Conclusion	20

GLOSSARY

APP	Annual performance plan
DDG	Deputy-Director General
DG	Director General
DOE	Department of Education
DPME	Department of Performance Monitoring and Evaluation
PEP	Provincial Evaluation Plan
NEP	National Evaluation Plan
NEPF	National Evaluation Plan Framework
LAIS	Learner Attainment Improvement Strategy
STARS	Schooling Transformation and Reform Strategy

1. BACKGROUND

The National Evaluation Policy Framework (NEPF) was approved by the National Cabinet on 23 November 2011 and is the last of the three (3) policy elements introduced in the Policy Framework for the Government-wide Monitoring & Evaluation System. The Framework defines evaluation as:

The systematic collection and objective analysis of evidence on public policies, programmes, projects, functions and organisations to assess issues such as **relevance, performance** (effectiveness and efficiency), **value for money, impact, sustainability and recommend** ways forward.

The NEPF sets out the approach in establishing a National Evaluation System and addresses the challenge that evaluation is applied 'sporadically and not informing policy-making, planning and budgeting sufficiently' as a result of this effectiveness, efficiency, value for money and sustainability are not achieved. The National Evaluation System and the NEPF seek to address:

- An institutionalised system for an evaluation across government;
- A common language and conceptual base for evaluations in government;
- Improving the quality of evaluations;
- Improving the use of evaluation findings to improve performance.

The purpose underlying the establishment of the evaluation system is to:

- Improve policy, programme and project performance;
- Improve accountability;
- Generate information;
- Improve evidence-based decision-making.

The key elements of the NEPF for the development of the National Evaluation System (NES) are:

- Large or significant programmes and in public interest should ideally have an evaluation cycle within a period at least five years;
- Results of all evaluations in the evaluation plan to be accessible;

- Improvement plans developed to address recommendations;
- Office of the Premier to provide technical support to implementing departments;
- Relevant evaluation **capacity-building** to be provided.

1.1 Purpose of the National Evaluation Plan

At a national level, the initial focus was on evaluations that were viewed as national priorities to be implemented as part of the NEP which sets the benchmark for evaluations in the country. The purpose of the NEP is to provide details of the evaluations approved by National Cabinet as priority evaluations to be undertaken. In accordance to the DPME plan, all provinces are required to develop Provincial Evaluation Plans (PEPs) for implementation the following year.

1.2 Purpose of the Provincial Evaluation Plan

The purpose of the PEP is to provide details of the evaluations approved by Executive Committee as priority evaluations to be undertaken in 2016/17. It is important to note that the PEP focuses on different government interventions with an emphasis on the programmes with large budget allocations.

1.3 Criteria and process used for selection

In line with the NEPF, the Mpumalanga has placed the priority on the evaluation of existing interventions and on those that are:

- Linked to the provincial priorities;
- Large (with a programme budget of over R50million or with a wide footprint, covering over large population);
- Strategic, where it is important to improve programme performance and to learn.

Additional features considered include the following:

- Those that are innovative;
- Where there is a keen public interest;
- Have not been evaluated recently;

- Are at a critical stage where decisions need to be taken for which an evaluation is needed to provide the necessary evidence to inform decision making processes;
- Have monitoring data and or spatial information to inform the evaluation process;
- Have a potential budget for evaluation.

2. PROGRESS OF PREVIOUS EVALUATIONS

The Office of the Premier conducted two evaluations late in 2014/15 and were completed in 2015/16. The current status of these evaluations is reflected in table 1 below.

Table 1: Evaluations conducted in 2015/16

Name of Evaluation	Departments responsible programme evaluated	for the being	Current status
Impact evaluation Report for quality improvement and development strategy upliftment programme	Department of Education		Evaluation report completed. Management response received. Currently developing improvement plans
Evaluation of the grade 12 learner support intervention as part of the Learner Attainment Improvement Strategy (LAIS), in the Mpumalanga	Department of Education		Evaluation report completed. Management response received. Currently developing improvement plans.

3. SUMMARY OF APPROVED EVALUATIONS FOR 2016/17

A call was issued on the 9th September 2015 for proposals for evaluations to be included in the Provincial Evaluation Plan for 2016/17 to 2018/19. All departments were sensitized of the NEPF requirements and were briefed on how to populate the evaluation concept notes. Completed and signed (by Heads of departments) evaluation concept notes

reflecting resources for evaluation were received from four (4) departments out of twelve (12) departments.

Table 2: Summary of approved evaluations for 2016/17

Name of Department	Title of evaluation	Key motivation
Provincial Department of education	The effectiveness and impact of the (STaRS)	<p>To increase the number of learners who qualify for Bachelor degree entry at University,</p> <p>To increase the number of learners who pass Mathematics and physical sciences with 50% and above.</p> <p>To improve the grade 12 results</p> <p>To improve the competency of Grade 3.6 and 9 learners in languages and mathematics</p> <p>To improve the performance in subjects that performs below the Provincial average</p> <p>To ensure accountability on the poor performance across the system and give effect to the five Pillars of the department which include, Early childhood development strategy, literacy and numeracy strategy, mathematics and science and technology strategy, matric improvement plan and the plan to deal with dysfunctional schools.</p>
Department of Education	Evaluation of the effectiveness of the radio lessons in Mpumalanga Department of Education	<p>The aims of the evaluation was to determine the impact of radio lessons in the Provincial Education system. The evaluation study was guided by the following evaluation objectives:</p> <p>To assess the effectiveness of the radio lessons in the provisioning of education.</p> <p>To assess the awareness of the radio lessons in the Province.</p> <p>To identify the radio stations which are used for radio lessons by learners in the Province.</p> <p>To assess the frequency and the most convenient time for the presentation of the radio lesson.</p>

Name of Department	Title of evaluation	Key motivation
		<p>participation levels of all participants to impact positively on the health and social ills of communities and assist federations in broadening their talent base. This evaluation is intended to determine the extent to which the department is achieving its objective in relation to this programme.</p>
Departments of Education	<p>The purpose of this evaluation is to determine the extent to which the implementation of Nutrition Programme is contributing to its objectives.</p>	<p>The purpose is to facilitate access to learners in Quintiles 1-3 in Public Ordinary and Farm Schools. The intention is to enhance the teaching and learning process through access to nutritious food. Service to be extended to Special schools, Farm Schools and disadvantaged learners in Quintiles 4 and 5 schools.</p> <p>National School Nutrition Programme: (Also called the School Nutrition Programme) is one of Government's poverty alleviation initiatives and provides one nutritious meal on school days to learners in Quintile 1 to 3 public schools.</p> <p>The school nutrition programme continues to be an indispensable weapon in the fight against poverty. This is a service provided by government to feed our children at school so that they pay more attention to their lessons.</p> <p>Parents, teachers and service providers who abuse this service by stealing the food and by corrupting its procurement directly contribute to the suffering of our children. Improved management and delivery of the National School Nutrition Programme (NSNP)</p>

4. CONCEPTS FOR EVALUATIONS FOR 2016/17 FINANCIAL YEAR

4.1 The impact Evaluation Report for Schooling Transformation and Reform Strategy (STARS)

Implementing department: Education

Background

The evaluation study was guided by the following evaluation questions:-

To what extent has the strategy address the following key focus areas: teachers and teaching practice, learners and learning processes, Institutional Management and Support, Teaching and Learning Resources, Stakeholders involvement and Monitoring and Evaluation?

The above focus areas were intended to address and implement the five pillars of the strategy which are :- Early childhood Development Strategy, Literacy and Numeracy Strategy, Mathematics, Science and Technology strategy, Matric Improvement Plan, A plan to deal with dysfunctional schools.

Essentially, the evaluation study indirectly address the pillars of the strategy as well and evaluated the effective implementation of the ten priorities of the department of Education.

Importance of the evaluation

The Importance of the evaluation was to address the following priorities:-

- Improve the quality of learner attainment by ensuring that all learners reach their expected outcome for their age
- Ensure Grade R learners are school ready and have appropriated the necessary skills and competency for Grade R learning
- Strengthen the implementation of the numeracy and literacy strategy of GET to ensure that all learners in the system are afforded a fair chance to succeed
- Raising the performance of the schools that have score an overall pass rate below 60% pass rate in order to achieve 70%
- Improve the quality of learner attainment by ensuring and increase number of learners qualify for admission to institution of higher learning
- Devise strategies to ensure that at least 50% of learners choose and pass maths and physical science from grade 10
- Rewarding schools that perform well under difficult conditions
- Mobilise all stakeholders to play a leading role in ensuring successful learner attainment and creating a culture of schooling across the Province
- Strengthen the implementation of Inclusive Education Programmes through expanding access and provision of resources.

Purpose of evaluation

The purpose of this evaluation is to evaluate this programme to determine whether its operational mechanisms support the achievement of its objectives. It will look at the activities, examine the causal links and determine if its implementation is contributing to the achievement of the objectives.

Key issues to be addressed

This evaluation will focus on the following key issues:

- To assess the respondents experiences and knowledge of the effectiveness of teachers and teaching practice in the department.
- To assess the respondents knowledge regarding learners and learning processes in the department
- To assess the respondents knowledge and understanding regarding institutional management and support in the department
- To assess the respondents knowledge of the teaching and learning resources in the department
- To assess the respondents knowledge and stakeholder involvement in the department
- To assess the respondents knowledge and understanding of monitoring and evaluation in the department
- To assess access the other contextual challenges in the department
- To assess the opinions of despondence regarding the achievement of STARS objectives

Audience

Teachers, Learners, Parents and Stakeholders

Management Strategy

The improvement plan will be embedded in the Annual Performance Plan of Provincial Treasury and to some extent the Department of Education.

Cost estimates

The evaluation will be conducted internally and as such the costs will only include travelling and accommodation.

Timing and duration

The duration of the evaluation will be about 12 months. It will start in April 2016 and should be completed by March 2017.

4.2 Evaluation of the effectiveness of Radio Lessons

Implementing department: Department Education

Background

The Department of Education uses several strategies to promote teaching and learning which has made a Province to improve the grade 12 performance over the last few years. The strategies includes although not limited to the following: Saturday lessons, holiday camps, morning and afternoon lessons, winter schools, dial-a-tutor and radio lessons. Dial-a-tutor has since been discontinued due some technical challenges therefore is no longer in use at least for now.

While it is assumed that these strategies are working in promoting teaching and learning, the HOD has requested the research component of the department to test the effectiveness of the radio lessons and the listenership. The main target (though not limited to) audience is therefore the learners who are in grade 12. The evaluation is conducted in the four district of the Mpumalanga Province. The schools and learners are randomly sampled and are requested to complete the attached questionnaire. It is hoped that the findings will help the department to improve the education radio lessons and even increase the number of the radio stations presenting these lessons if that become necessary.

Importance of the evaluation

The aim of the evaluation is to determine the impact of the radio lessons in the provincial Education system.

Purpose of evaluation

The aim of the evaluation is mainly to determine in broadly terms the impact the radio lesson had in the provincial education system.

Key issues to be addressed in this evaluation

The focus of this evaluation will be on the following areas;

- To assess the effectiveness of the radio lessons in the provisioning of Education
- To assess the awareness of radio lessons in the Province
- To assess the frequency of the most convenient time of radio lessons
- To identify the radio stations which are used by learners in the Province

Audience

The audience will be learners and teachers

Management Strategy

The improvement plan will be embedded in the Annual Performance Plans of Department of Education.

Cost estimate

The evaluation will be conducted internally and as such the costs will only relate to travelling and accommodation.

Timing and duration

The duration of the evaluation will be about 12 months. It will start in April 2016 and should be completed by March 2017.

4.3 Implementation/impact Evaluation of the School Nutrition Programme

Implementing department: Education

Background to the evaluation

The purpose is to facilitate access to learners in Quintiles 1-3 in Public Ordinary and Farm Schools. National School Nutrition Programme (Also called the School Nutrition Programme) is one of Government's poverty alleviation initiatives and provides one nutritious meal on school days to learners in Quintile 1 to 3 public schools. The intention is to enhance the teaching and learning process through access to nutritious food.

Service to be extended to special schools, farm schools and disadvantaged learners in Quintiles 4 and 5 schools.

The school nutrition programme continues to be an indispensable weapon in the fight against poverty. This is a service provided by government to feed children at school so that they pay more attention to their lessons.

Parents, teachers and service providers who abuse this service by stealing the food and by corrupting its procurement directly contribute to the suffering of children. Improved management and delivery of the National School Nutrition Programme (NSNP) has reached over 1, 7 million learners in quintiles 1-3 and targeted special schools during the 2014/15 financial year including 171 schools serving in-school based breakfast programme. To strengthen programme monitoring more than 110 officials were trained on Monitoring, Reporting and Response (MRR) which also included design of new monitoring tools. Furthermore, 300 life skills educators were trained on nutrition education through partnership with the South African Sugar Association (SASA). Forty six (46) gardeners engaged to support food production in designated Anti-Poverty Sites as contribution to the Provincial Anti-Poverty Strategy.

Importance of this evaluation

The nutrition programme has been implemented for some time and the province would like to determine if its implementation has positively changed the situation stated in the background above.

Purpose of this evaluation

The purpose of this evaluation is to determine the extent to which the implementation has achieved the objectives of this programme and the results of the evaluation report would inform policy decisions which will contribute to improving programme design and implementation.

Key issues to be addressed

- Is the implementation of the programme in line with the plan?
- Is there a deviation from school to school?
- To what extent is the implementation of the programme contributing to the programme objectives?
- How have beneficiaries' lives changed as a result of the intervention?

Audience

The audience will be Department of Education

Type of evaluation

It will be an implementation/impact evaluation.

Management Strategy

The improvement plan will be embedded in the Annual Performance Plans of Department of Health, Department of Education.

Cost estimate

The evaluation will be conducted by one of the institutions of higher learning in the province and as such the costs may only relate to travelling and accommodation.

Timing and duration

The duration of the evaluation will be about 12 months. It will start in April 2016 and should be completed by March 2017.

Table 4: Summary of proposed evaluations for 2017/18

Name of Department	Name of intervention	Title of evaluation	Key motivation for the evaluation
Department of Education	Impact of Boarding Schools in the performance of learners	Evaluation of the impact of Boarding Schools	The provision of quality education to farm school learners Providing solution for multi grade schools and farm schools

6. OUTLINE OF EVALUATIONS PROPOSED FOR 2018/19

The evaluation proposed for 2018/19 financial year are shown in table 4 below.

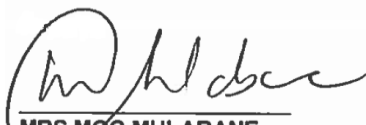
Table 5: Summary of proposed evaluations for 2018/19

Name of Department	Name of intervention	Title of evaluation	Key for the evaluation
Department of Education	Infrastructure Support	The effect of Infrastructure support in the province	Provision of robust support to infrastructure Departments to ensure that infrastructure bottlenecks within the value chain are addressed timeously. Department of Education also takes the lead in ensuring that Infrastructure is Addressed in line with the requirements of best practices i.e. the Infrastructure Delivery Management System (IDMS). Department of Education thus provides hands on and robust Support and ensure that the Infrastructure Departments are able to deliver in line with their mandate e.g. such that DoH delivers its infrastructure budget resulting in better health care services and DoE infrastructure delivery results in improved education outcomes etc.

7. CONCLUSION

The details of the 2016/17 – 2018/19 Mpumalanga Department of Education Provincial Evaluation Plan have been outlined and discussed above at length. The Department of Education is determined to work together with Sister Departments in capacitating Evaluation Steering Committees in order to ensure that all the Evaluations stated in this Provincial Evaluation Plan are conducted as guided by the relevant policy frameworks and the Department of Planning, Monitoring and Evaluation.

The Department of Education will take it upon its shoulders to ensure that the improvement plans will be incorporated in the Plans of the implementing departments to ensure that the evaluation recommendations are utilized effectively and efficiently.



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HEAD: EDUCATION
13/07/17
DATE