MONITORING AND EVALUATION AND REPORTING FRAMEWORK FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE PERFORMANCE

Revised 2015
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Glossary of Acronyms and Terms

The definitions and terms stated herein are in accordance with the meanings in the field of monitoring and evaluation as guided by use in international and national government resources.

- **Activities** are the processes or actions that use a range of various inputs to produce the desired outputs and ultimately the outcomes. Activities encompass what we do.

- **Baseline** describes the status quo, usually statistically stated, that provides a point of comparison for future performance.

- **Data** are any facts or figures. Information consists of data presented in a context so that it can be applied or used.

- **Evaluation** is a time-bound and periodic exercise that seeks to provide credible and useful information to answer specific questions in order to guide decision making by policy makers, managers. Evaluation may assess relevance, efficiency, effectiveness, impact and sustainability.

- **Indicator** is defined as a quantitative or qualitative variable that allows the verification of changes produced by a development intervention relative to what was planned. In other words an indicator is a variable that is used to assess the achievement of results in relation to the stated goals/objectives. The objectives of indicators are to measure progress and achievements; clarify consistency between activities, outputs, outcomes and goals; ensure legitimacy and accountability to all stakeholders by demonstrating progress; and assess project / programme and staff performance.

- **Inputs** are all the resources that contribute to the production of service delivery outputs. These are what we use to do the work.

- **Means of verification or measurement** is the source of information that gives evidence that an objective has been achieved in terms of the relevant performance indicator. This information must be reliable and publicly assessable and can be derived from primary and secondary sources.

- **Measurable objectives** encompass specific formulation of intended outcomes and performance indicators towards achieving a strategic objective. A measurable objective is normally at sub-programme level.

- **MIS** means Management of Information Support – a unit within the Chief Directorate Planning and Institutional Support that is responsible for administering data collection.

- **Monitoring and Evaluation (M&E) system** is an organisational structure with management processes, standards, strategies, plans, indicators, information system, reporting lines and accountability specifications.

- **Monitoring involves collecting, analysing and reporting data on inputs, activities, outputs, outcomes, impacts and external factors to support effective management and achievement of aims. Monitoring**
provides managers, decision makers and other stakeholders with regular feedback on progress attained, implementation and results as well as early indicators of problem detection and correction.

- **NAD** means National Artisan Development, a chief directorate within the DHET located at INDLELA, Olifantsfontein that coordinates national, provincial and regional artisan development processes in the country.

- **NAMB** means National Artisan Moderation Body, a directorate within the NAD Chief Directorate that has statutory responsibilities as contemplated in Chapter 6A of the *Skills Development Act* for the quality assurance of artisan development.

- **National Evaluation Policy Framework** is a policy issued by the Department Performance Monitoring and Evaluation to lay a foundation for developing organisational monitoring and evaluation systems and framework.

- **Outcomes** are the medium-term results for specific beneficiaries and are the consequence of achieving specific outputs. Outcomes should relate to an institution's strategic goals and objectives as set out in its strategic and annual performance plans. Outcomes are what we wish to achieve.

- **Outputs** are the final products, goods and services produced for delivery.

- **Performance and operational planning** is the process of specifying inputs, activities, outputs, intended outcomes and impact as well as the related performance indicators, targets, milestones and timeframes.

- **Policy Framework for the Government-Wide Monitoring and Evaluation (GWM&E) System** is a policy framework issued by the Presidency and it forms part of the National Evaluation Policy Framework.

- **Strategic planning** is the process of analysing internal and external factors that are likely to influence change and using this analysis to prioritise and specify intended strategic focus areas, goals and strategies with reference to organisational vision and mission.

- **VCET** means vocational and continuing education and training and is the Branch where responsibility for administration of the TVET colleges is located.
1. **RATIONALE AND PURPOSE OF MONITORING AND EVALUATION**

The collection, compilation and provision of information are currently unsystematic, inconsistent, unrelated, slow to reach decision-makers, duplicated and difficult to receive. In order to alleviate the problem, the monitoring and evaluation and reporting (M&E) framework seeks to serve as a guideline and to assist in the development of M&E plans for the technical and vocational education and training (TVET) college sector when dealing with various functionality areas such as:

- Institutional governance and management;
- Financial and human resources management and other corporate services;
- Curriculum delivery;
- Professional development of academic staff;
- Student support services at pre-entry, on programme and exit;
- Infrastructure, facilities and equipment management;
- Partnerships, linkages and relationships with industry and other post-school education and training (PSET) institutions; and
- Artisan development as contemplated in the memorandum of understanding (MOU) between the Department and all public TVET colleges for the period 1 April 2015 to 31 March 2019 as approved by the Director-General (DG) on 31 March 2015 and coordinated by National Artisan Development (NAD) Chief Directorate and National Artisan Moderation Body (NAMB).

The overarching purpose of the TVET college M&E and reporting framework is to monitor, evaluate and support effectiveness in and performance of TVET colleges as part of a PSET system to deliver a skilled and capable workforce.

The development of such a coordinating M&E framework has the following objectives:

- Institutionalise the M&E practices;
- Formulate a common, holistic, systematic, thematic, standardised and comprehensive approach to monitoring and evaluation underpinned by clear M&E principles;
- Integrate monitoring and evaluation in college planning, budgeting, policy development, governance and reporting;
- Improve accountability, transparency and improve efficiency;
- Improve quality deliverables;
- Improve quality of data quality systems and management;
- Identify inefficiencies as well as deficiencies; and
- Ultimately position TVET colleges as institutions of choice.
2. **PRINCIPLES AND CONCEPTS OF MONITORING AND EVALUATION**

2.1 **PRINCIPLES**

The policy framework for Government Wide Monitoring and Evaluation (GWM&E) system has the following seven guiding principles for monitoring and evaluation:

(i) Should be development-orientated and should address key development priorities of government and of citizens;

(ii) Should be undertaken ethically and with integrity (i.e. observe confidentiality, respect, demonstrate competency and fair reporting);

(iii) Should be utilisation-orientated (i.e. define expectations and meet strategic needs and ensure that accessible central repository of evaluation reports and indicators is maintained);

(iv) Methods should be sound (i.e. have consistent indicators, be evidence-driven, supported by credible data, appropriate and triangulated);

(v) Should be rights based and advance government’s transparency and accountability (i.e. encapsulate elements of transparency, accountability, participation and inclusive);

(vi) Should be operationally effective (i.e. planned, scope clear, managed, cost effective and systematic) and

(vii) Should encapsulate and contribute to good governance and responsible leadership.

2.2 **MONITORING**

The concepts “monitoring” and “evaluation” should not be used interchangeably but will in this context be utilised as follows:

Monitoring is an on-going process that is focused on the assessment of projects, programmes and those day-to-day activities and deliverables required for achievement and performance. Achievement and progress are tracked through data collection and reviews from time to time. Monitoring has an internally focused emphasis on the efficiency of the project or programme. During the planning phase of monitoring the type of data to be collected, its format and frequency are defined. It is thus implicit in this exposition that monitoring is an on-going process with relevant activities that lead to the envisaged outputs and activities.

2.3 **EVALUATION**

Evaluation is an assessment of systematic, impartial activity, programme, policy, theme, sector, operational area, or institutional performance. It focuses on expected and achieved accomplishments and examines the results of chain processes and contextual factors of causality in order to understand achievements or the lack of consistency of the trend thereof. Evaluation has an externally focused and stakeholder-driven emphasis on the effectiveness of the projects or programmes. Evaluation can be undertaken for four primary purposes, i.e.(i) improving performance (evaluation for learning); (ii) evaluation for
improving accountability; (iii) evaluation for generating knowledge (for research) about what works and what
does not; and (iv) improving decision-making. On this basis, evaluation should be undertaken at the end of a
project.

Key principles in evaluation are:

(i) **Relevance** – to what extent are the programmes, project or policy objectives pertinent in relation to the
evolving needs and priorities of government?

(ii) **Efficiency** – how economically have the various resources inputs been converted into tangible goods
and services and results?

(iii) **Effectiveness** – to what extent have the outcomes been achieved and have the outputs of the policy,
programme or project contributed to achieving is intended outcomes?

(iv) **Utility** – how do the results of the policy, programme, or project compare with the needs of the target
population?

(v) **Sustainability** - to what extend can the positive changes be expected to last after the programme has
been terminated?

3. **Mandate and Underpinning Policy and Strategic Framework**

The mandate for the establishment of an M&E framework derives from internal and external legislative and
policy imperatives that impact on colleges. The legislation listed below inspired the M&E framework.

- The *Constitution of the Republic of South Africa* that requires transparency, accountability and the
  promotion of good governance;
- *Continuing Education and Training Act*, No. 16 of 2006 (Section 41G);
- *National Qualifications Framework Act*, No. 67 of 2008 (Schedule 2);
- *National Student Financial Aid Scheme Act*, No. 56 of 1999 (Section 25);
- *Skills Development Act*, No. 97 of 1998 (Section 2);
- *Promotion of Access to Information Act*, No. 2 of 2000 (Sections 11 and 15 (1)(b)).
- *National Archives of South Africa Act*, No 43 of 1996 (Section 3);
- *Statistics Act*, No 6 of 1999 (Section 2); and
- *Public Finance Management Act*, 1999 (Sections 2, 38 and 40(f));

The framework established in this regard will be generic and will thus be revised from time to time in order to
accommodate any changes in the system. Whilst this framework is in line with the TVET college strategic,
annual and operational plans, it is also aligned to the current political term of administration, i.e. the framework
is in line with the delivery agreement of the Minister of Department of Higher Education and Training (DHET)
(refer to Annexure A).
4. GENERIC FRAMEWORK FOR SYSTEM MONITORING AND EVALUATION

4.1 OBJECTIVES OF TVET COLLEGE M&E FRAMEWORK

The coordinating framework for monitoring and evaluation of and reporting on TVET college performance has two objectives:

- It should provide the necessary data from which progress towards the achievement of the Minister’s delivery targets can be reported.
- It should enable the Branch to identify key obstacles that are undermining progress towards achieving the delivery targets so that the necessary interventions can be put in place.

4.2 PROCESS PLAN FOR MONITORING AND EVALUATION OF AND REPORTING BY TVET COLLEGES

The development of Branch and college M&E plans and the process flow for M&E activities are illustrated in the diagram following. Monitoring and evaluation will be conducted in terms of 5 themes and indicators of achievement or progress and will be captured in a coordinating framework. These identified themes are:

1. Governance and Management;
2. Growth, Expansion and Access;
3. System Efficiency;
4. Academic Quality and Success; and
5. Partnerships.

Each theme may relate to individual monitoring and evaluation plans with specific M&E activities to be conducted by different chief directorates in the Vocational and Continuing Education and Training (VCET) Branch as part of their normal operational process. In the end all M&E reporting should be collated in a branch M&E report (or a similar comprehensive report). Furthermore, elements for each theme will be described in the framework with its indicators in terms of input, process, output, outcome and impact. Broader timeframes for reporting and sources of measurement are also recorded, although specific details are to be reflected in individual monitoring plans.

The Department will develop a web-based reporting instrument as a guide to public TVET colleges for capturing their quarterly and annual reports on sector performance. These reports will be married to the reports of other branches such as Corporate Services, Planning and Development, Skills and VCET for a comprehensive reflection on TVET college performance. The web-based reporting instrument will also be used as a means of recording and reporting information required by National Treasury and the Auditor-General.

The conceptual process of monitoring and evaluation is illustrated in the diagram that follows:
IDENTIFY STRATEGIC PRIORITIES
(Priorities are expressed as THEMES in the logical framework)

CONSTRUCT LOGICAL FRAMEWORK WITH INDICATORS
- Quantitative and qualitative measures of performance in terms of strategic priorities.
- Monitor and evaluate inputs, processes, outputs, outcomes and impact.
- Use S (Specific) M (Measurable) A (Attainable) R (Relevant) T (Traceable and Time-bound) criteria in construction.

SET TARGETS AND DETERMINE METHODS AND BASELINE FOR MEASUREMENT

CONDUCT MONITORING IN LINE WITH MONITORING PLANS
(Monitoring should encompass formative and summative monitoring)

REPORT ON MONITORING FINDINGS
(Reporting by colleges and reporting on findings after evaluation)

EVALUATION AND IDENTIFICATION OF SUPPORT OR CORRECTIVE INTERVENTIONS
(Reflect and revise approach, indicators and logical framework if necessary)
5. IMPLEMENTATION AND RISK MANAGEMENT

5.1 IMPLEMENTATION

The following provides guidance as regards the implementation of the framework and instrument/s for data collection:

As was indicated, the overarching purpose of the TVET College M&E and Reporting Framework is to monitor, evaluate and support effectiveness in and of TVET colleges as part of a PSET system to deliver a skilled and capable workforce and support an inclusive growth path. In addition, the annual report submitted by colleges will provide the information on the performance of a public TVET college for the preceding calendar and financial year and must be signed by the DG of the Department. Each public TVET college must however submit to the Department quarterly reports that add up to annual reports by stipulated due dates. The quarterly reports will be captured on the website of the Department. The roles and responsibilities of the different stakeholders are illustrated in the table below:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME FRAME</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal of revised M&amp;E framework</td>
<td>February 2015</td>
<td>Directorate: Public TVET Colleges</td>
</tr>
<tr>
<td>Consultation</td>
<td>February 2015</td>
<td>All Chief Directorates: VCET + Planning and HRD + Skills</td>
</tr>
<tr>
<td>Inputs considered and co-ordinated</td>
<td>April – August 2015</td>
<td>All Chief Directorates: VCET + Planning and HRD + Skills</td>
</tr>
<tr>
<td>Approval of framework</td>
<td>July 2015</td>
<td>Director-General of DHET</td>
</tr>
<tr>
<td>Communication to Colleges</td>
<td>July 2015</td>
<td>Directorate: Public TVET Colleges</td>
</tr>
<tr>
<td>Implementation of the reporting tool</td>
<td>August 2015</td>
<td>All TVET colleges</td>
</tr>
<tr>
<td>Colleges start reporting</td>
<td>November 2015</td>
<td>All colleges + Directorate Public TVET Colleges Directorate</td>
</tr>
</tbody>
</table>

5.2 TRANSITIONAL ARRANGEMENTS

Previously, the sector had a monitoring and reporting requirement regulated by the Public Finance Management Act (PFMA) and the requirements of the TVET Colleges Conditional Grant. This requirement was mainly of a compliance nature to National Treasury, but did not provide reporting on the performance of colleges as well as clinical feedback from the Department to colleges. It is in the strategic plan of the Department to replace the M&E framework and instrument which was utilised for the TVET Colleges Conditional Grant with measurement of TVET college sector performance.
The following steps will be utilised to manage the change and implement the revised framework:

(i) Communication
Colleges were informed to continue utilising the existing instrument to capture data pending the development of the new data collection instruments. It is also advisable to reconsider the data for the previous quarter and to capture data directly into the system no later than the stipulated due dates in order to ensure the availability of data and information. The quarterly reports will be captured on the Departmental website and the information will be shared with different chief directorates and stakeholders.

(ii) Consultation
Guidelines and documents as well as requirements of the Department of Performance Monitoring and Evaluation (DPME), National Treasury and the Auditor-General were consulted on the nature and type of data required for compliance. The units in the Department that are responsible for management and support of information will be consulted regarding the reporting of data required by stakeholders. The Strategic Planning and Human Resource Development unit is also best placed to provide guidance in terms of reporting on an on-going basis. The Data Reporting Standards and Regulations published by the University Branch also provide guidance.

(iii) Coordination of data collection and reporting
In support of the effective implementation of the framework and data collection tool(s), the different chief directorates of VCET Branch will also revise data collection tools to ensure their alignment to the M&E Branch instrument. This will address the challenges created by overlaps and duplication. It is the responsibility of the Chief Directorate: Planning and Institutional Support to ensure the alignment and coordination of the data collection tools and analysis of different reports thereof. Branch reporting will be done on a bi-annual basis.

5.3 Risks and Risk Management Plan
The following table contemplates the risks and challenges of the M&E process as well as activities. However, the measures to manage the risks are also highlighted:

<table>
<thead>
<tr>
<th>RISK STATEMENT</th>
<th>INTERVENTION</th>
<th>TIME-FRAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late and non-submission of TVET college quarterly M&amp;E reports</td>
<td>Colleges will be recorded as non-compliant to governance standards and accordingly advised for corrective action.</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Quality in completion and non-completion of reports</td>
<td>Return of reports for full compliance</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Non-compliance with PFMA</td>
<td>Support colleges in terms of status of audits</td>
<td>Annually</td>
</tr>
</tbody>
</table>
### 6. Coordinating Logical Framework for TVET College Performance Monitoring, Evaluation and Reporting

**Note:** The framework was based on a results-based model for system monitoring and evaluation. Refer to Annexure B.

<table>
<thead>
<tr>
<th>THEME</th>
<th>INPUT INDICATORS</th>
<th>PROCESS INDICATORS</th>
<th>OUTPUT INDICATORS</th>
<th>OUTPUT SUB-INDICATORS</th>
<th>OUTCOME INDICATORS</th>
<th>IMPACT INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governance and Management</strong></td>
<td>1. Development and adoption of governance standards and operational policies 2. Strategic (SP), annual performance (APP), operational (OPS) plans</td>
<td>1. Effective governance according to standards and policies 2. Implementation of college plans</td>
<td>1. Achievement of college compliance targets 2. Approval of strategic, annual performance and operational plans 3. Implemented teaching and learning (T&amp;L) as well as student support services (SSS) plans to improve quality</td>
<td>1. % compliance to governance standards (e.g. unqualified financial audits, submission of quarterly M&amp;E reports, annual report, data reports and annual survey) 2. % compliance of examination centres with national policy 3. % functionality of college councils 4. Number of adopted and implemented college policies 5. Number of college statutes developed by councils 6. Number of plans (i.e. SP, APP, OPS, T&amp;L, SSS) developed and implemented</td>
<td>Mechanisms developed to effectively govern and steer the TVET college sector</td>
<td>Well-governed and functional colleges</td>
</tr>
</tbody>
</table>

**Description and Elements:**

*Development and adoption of plans, policies and standards related to effective governance and management thereof for operational functionality.*

*Strategic, annual performance, operational plans*
### Sources of Measurement & Reporting

<table>
<thead>
<tr>
<th>Sources of Measurement &amp; Reporting</th>
<th>M&amp;E report</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>College plans - SP, APP, OPS, T&amp;L and SSS</td>
<td>Annual</td>
<td></td>
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<tr>
<td>Examination results and other monitoring reports</td>
<td>Annual</td>
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</table>

### Assumptions

Well-functional and governed colleges will result in improved capacity to develop a skilled and capable workforce.

### Theme: Growth, Expansion and Access

<table>
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<tr>
<th>GROWTH, EXPANSION AND ACCESS 2</th>
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</table>

#### Input Indicators

Access mechanisms enabled for student registration in appropriate programmes and diverse modes of delivery

1. Efficient student registration
2. Correct (appropriate) and relevant programme enrolment

#### Process Indicators

1. Achievement of headcount enrolment target
2. Achievement of student accommodation target
3. Achievement of target for students that are financially supported

#### Output Indicators

1. Number of registered students (headcount) in various programmes
2. Number of registered students (headcount) in different modes of delivery
3. Number of new college entrants (headcount)
4. Number of enrolled students (headcount) receiving bursaries
5. Number of registered students (headcount) accommodated in college-administered residences
6. Number of registered students (headcount)

#### Output Sub-Indicators

1. Increased access to enable growth and expansion of TVET college sector
2. Increased access to intermediate and high level learning and occupationally directed programmes

#### Outcome Indicators

1. Delivery of an appropriately skilled workforce that could be employed (self or in formal economy)
### Description and Elements

*Expand access and opportunity for the post-school youth and adults who wish to improve their skills for employability or progression to opportunities in higher education.*

- Recruitment and selection, including career advisory services
- Programme & qualification mix as well as diversity in modes of delivery
- Financial support including bursary management
- Infrastructure provision and utilisation

### Sources of Measurement & Reporting

<table>
<thead>
<tr>
<th>M&amp;E report</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment data reports</td>
<td>Weekly during enrolment periods – trimester, semester, year</td>
</tr>
<tr>
<td>Enrolment monitoring reports</td>
<td>Bi-annual (monitoring)</td>
</tr>
<tr>
<td>Annual survey</td>
<td>Annual</td>
</tr>
<tr>
<td>NSFAS report</td>
<td>Monthly</td>
</tr>
<tr>
<td>Examination enrolment</td>
<td>Each examination cycle – trimester, semester, year</td>
</tr>
</tbody>
</table>

### Assumptions

- Enabling access will result in growth of the college sector.
- Growth implies more skilled labour who could be employed to alleviate poverty and unemployment.

### Theme: System Efficiency

- Put in place efficient and functional college systems and processes
  1. Standardised, efficient and functional college processes
  2. Effectual management of all college systems to be functioning smoothly

- Effectual management of all college resources (i.e. funding and finances, HR, infrastructure and facilities)
  1. Number of new infrastructure built
  2. Number of existing facilities refurbished or upgraded to increase access

- Credible information
  1. Number unqualified financial audits
  2. Number of monitoring and verification evaluations in which requirements for compliance or quality

- 1. Effective and financially sustainable management of TVET colleges
  2. Increased business efficiency and excellence to support Functional and financial sustainable colleges
### Description and Elements

**Improvement of college system efficiency to effectively support delivery of teaching and learning**
- Management of college resources (finances and funding, human resources and facilities)
- Management of quality
- Human resource capacity development (management, support & lecturing staff)
- Information management and data reporting

### Sources of Measurement & Reporting

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>M&amp;E report</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Audited AFS and monthly financial reports</td>
<td>Annual and monthly</td>
</tr>
<tr>
<td>Annual report submitted by colleges</td>
<td>Annual</td>
</tr>
<tr>
<td>Asset and stock registers</td>
<td>Annual</td>
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</tbody>
</table>

### Assumptions

Proper and effective management of systems and resources will result in improved capacity to develop a skilled and capable workforce.
<table>
<thead>
<tr>
<th>THEME</th>
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<th>IMPACT INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Quality &amp; Success</strong></td>
<td>Mechanisms established to improve quality of teaching and learning and academic performance</td>
<td>Implementation of mechanisms to improve quality of teaching and learning and academic performance, e.g. T&amp;L and SSS plans as well as bridging and foundational learning programmes</td>
<td>1. Achievement of certification targets for exit levels 2. Increased throughput rate 3. Achievement of foundational learning targets</td>
<td>1. % certification in TVET qualifications and programmes (i.e. NC(V) L4, N3 and N6) 2. % throughput rate 3. % progression rate 4. % of NC(V) L4 students obtaining qualification within stipulated time 5. Number of students (headcount) completing artisan-related programmes 6. Number of students enrolled in bridging or foundational learning programmes 7. % successful completion of bridging or foundational learning programmes 8. Number of T&amp;L support plans developed and implemented 9. Number of student support plans</td>
<td>1. Increased success in programmes leading to intermediate and high level learning 2. Increase in college graduates that have been prepared for employment or further progression</td>
<td>Delivery of an appropriately skilled workforce that could be employed (self or in formal economy)</td>
</tr>
</tbody>
</table>
**Thematic Frame:**

**Description and Elements:**
- Improvement of quality to increase success in completion of college programmes and graduation rates
- Teaching and learning (T&L) support
- Student academic support & other services (pre-entry, on course and exit)
- Examination and certification success

**Sources of Measurement & Reporting:**
- M&E report
- Quarterly
- T&L and SSS plans
- Annual
- National examination report and analysis
- Annual

**Assumptions:**
Efficient management of teaching and learning (in all aspects) as well as meaningful academic support will improve quality in college programme delivery as well as throughput and certification rates.

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<th>THEME</th>
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<th>IMPACT INDICATORS</th>
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<tr>
<td>PARTNERSHIPS</td>
<td>Mechanisms established that enable partnerships for these purposes: (i) Articulation or progression into higher education (HE) learning (ii) Preparation for employment (self or in formal economy) (iii) Artisan development</td>
<td>1. Effective management of partnerships 2. Signed and implemented agreements/contracts 3. Compliance with service and reporting requirements 4. Staff capacity to effectively manage partnerships</td>
<td>Partnerships established and implemented for: (i) Articulation or progression into higher education learning (ii) Placement of students and lecturers in workplaces for work based exposure or experiential learning (iii) Artisan development</td>
<td>1. Number of signed and implemented agreements with other PSET institutions for student articulation into HE or further learning 2. Number of signed and implemented agreements for student articulation into occupational</td>
<td>1. Increased access and success to programmes leading to intermediate and high level learning 2. Increased access and success to occupationally directed programmes with a specific focus on artisan development</td>
<td>1. Increase in employability of TVET college graduates so as to address poverty and unemployment 2. Increased awareness and knowledge of TVET college programmes and graduates</td>
</tr>
<tr>
<td>Description and Elements</td>
<td>Establish and implement partnerships with workplaces and other PSET institutions for these purposes:</td>
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<td>(i)  Articulation or progression into higher education (HE) learning;</td>
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<td></td>
<td>(ii) Preparation for employment (self or in formal economy) and</td>
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<td></td>
<td>(iii) Artisan development</td>
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<td></td>
<td>WBE and WIL structures and placement of students and lecturing staff</td>
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<tr>
<td>Sources of Measurement &amp; Reporting</td>
<td>M&amp;E Report</td>
<td></td>
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<td></td>
<td>Skills Accord Report</td>
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<td></td>
<td>PICC Report</td>
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<tr>
<td>Assumptions</td>
<td>Meaningful partnerships build capacity and enable collaboration with industry and workplaces so as to improve employability of college graduates.</td>
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<tr>
<td></td>
<td>Meaningful partnerships enable articulation into further or higher level learning opportunities.</td>
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<tr>
<td></td>
<td>Meaningful partnerships enable relationships and collaboration with employers and build capacity to develop artisans in the community.</td>
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</table>
NOTES AND RECOMMENDATIONS

1. The development of this M&E framework was facilitated and supported by inter-collaboration among chief directorates and directorates in the VCET Branch. The framework was also circulated to the Planning, Skills and Universities Branches, National Treasury including the Department of Planning, Monitoring and Evaluation for inputs. It is recommended that a working committee, representative of the above three Branches be established and should also maintain its status as the M&E Committee which will be involved in any further amendment or revision of this M&E model framework (should it be required). It is recommended that this working committee, informally established, maintains its status as the M&E Committee Branch and which will be involved in any further amendment or revision of the M&E framework (should it be required).

2. It is imperative for successful implementation of this M&E that the collection of data and information is aligned in terms of this framework so as to address overlap and avoid duplication. It may require consideration of which data collection is essential and may result in revision of current collection tools and periods. The responsibility for this alignment resides within the Chief Directorate: Planning and Institutional Support.

3. Each chief directorate should develop their own M&E plans in line with this M&E framework once approved.

4. However colleges are allowed to develop or revise their own plans in terms of performance monitoring and evaluation. These initiatives are informed by the Function Shift process which was concluded on 31 March 2015. Implicit therein is the notion that regional offices have the responsibility to support the colleges. This is applicable within the current political administration and the APP of the Department.

5. An M&E template will be developed after the approval of this M&E coordinating framework by Branch Senior Management. However, it will only include indicators not measured by any other sources.
ANNEXURE A: STRATEGIC OBJECTIVES FRAMEWORK

STRATEGIC OBJECTIVES OF THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING

The delivery agreement of the Minister of the Department of Higher Education and Training (DHET), i.e. Outcome 5 - To deliver a skilled and capable workforce to support an inclusive growth path. With its identified 5 outputs it guides this framework in terms of the outcome and impact formulation. Within the Minister’s Delivery Agreement outputs 1 - 4 are directly relevant to the TVET college subsystem. These outputs are:

Output 1: Establish a credible institutional mechanism for skills planning.
Output 2: Increase access and success to programmes leading to intermediate and high level learning.
Output 3: Increase access to and efficiency of high-level occupationally directed programmes in needed areas.
Output 4: Increase access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a specific focus on artisan skills.

Furthermore, the strategic outcome-orientated goals formulated in a new strategic plan (2015/16 – 2019/20) for the Department link to the strategic objectives of the Vocational and Continuing Education and Training (VCET) Branch and ultimately influence the inputs, outputs and outcomes to be measured in this M&E framework. These goals and objectives are reflected in the table below.

<table>
<thead>
<tr>
<th>DHET Strategic Goals and Objectives Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To provide a sound PSET legislative framework.</strong></td>
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<tr>
<td>o Steering mechanisms development (acts, policies, regulations)</td>
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<tr>
<td>o Integrated planning (e.g. addressing non-alignment in the system, etc.)</td>
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<tr>
<td>o Implementation oversight (including monitoring, support and evaluation)</td>
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<tr>
<td><strong>To provide PSET services.</strong></td>
</tr>
<tr>
<td>o Assessment services</td>
</tr>
<tr>
<td>o Teaching and learning support (including curriculum development)</td>
</tr>
<tr>
<td>o Student support services</td>
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<tr>
<td><strong>To develop PSET capacity.</strong></td>
</tr>
<tr>
<td>o Funding (e.g. including, transfer of funds, grants, etc.)</td>
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<tr>
<td>o Human Resource services</td>
</tr>
<tr>
<td>o Management information/statistics</td>
</tr>
<tr>
<td>o Infrastructure/facilities development (e.g. training institution establishment)</td>
</tr>
<tr>
<td><strong>To facilitate a strong stakeholder network.</strong></td>
</tr>
<tr>
<td>o Partnerships development</td>
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<tr>
<td>o Stakeholder relations management</td>
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</tbody>
</table>
Finally, the strategic objectives of the VCET Branch link with identified strategic priorities and in turn these priorities influenced the identification of the 5 themes in the M&E framework for the TVET colleges.

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>VECT Branch Strategic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Macro-governance</td>
<td>To develop 6 and revise 5 legislative and guiding frameworks aimed at steering the Vocational and Continuing Education and Training sector by 31 March 2020.</td>
</tr>
<tr>
<td>2. Growth and expansion</td>
<td>To ensure geographic spread of VCET institutions through the establishment of 21 additional sites of delivery for VCET institutions (12 TVET campuses and 9 CETCs) by 31 March 2020.</td>
</tr>
<tr>
<td>3. Systemic capacity building in terms of teaching &amp; learning; management, governance and leadership; financial management; HR management and development; partnerships between colleges, employers, SETAs and universities and articulation</td>
<td>To develop and implement 6 teaching and learning support plans for VCET institutions by 31 March 2020.</td>
</tr>
<tr>
<td>4. Institutional governance, management and leadership</td>
<td>To standardise the level of governance across VCET institutions by 31 March 2020. Monitor and take appropriate action when deficiencies are detected.</td>
</tr>
<tr>
<td>5. Improvement of quality</td>
<td>To improve success in programmes offered in VCET institutions by developing and implementing an appropriate student support plan by 31 March 2020.</td>
</tr>
<tr>
<td>6. Partnerships</td>
<td>To establish a coordinating structure for a coordinated support and research in the VCET sector by 31 March 2020.</td>
</tr>
</tbody>
</table>
RESULTS-BASED MODEL AND INDICATORS

A results-based model for system monitoring and evaluation is reflected in the management pyramid by National Treasury (2007).

This means that the M&E framework should have a formative component – i.e. it should measure changes throughout the year as delivery is on-going - and summative component, where it measures the results of this delivery. The formative component is made up of INPUT and PROCESS measures, while the summative component is made up of OUTPUT measures.

Furthermore, the INPUT measures are made up of those elements we need to have in place for a college to operate – human, physical and financial resources and industry linkages for example. PROCESS measures are those that are needed to translate the input elements into delivery of programmes and running of the college – e.g., management of budget, teaching and learning, human resource development and workplace exposure. OUTPUT measures are the result of input and process measures – do these input and process measure results in successful pass (certification) rates across all programmes and graduates gaining entry into workplace opportunities? If these outputs are not being achieved the challenge is working out why good results are not being achieved by analysing the input and process measures.

Performance and results are measured and expressed in terms of indicators. An indicator is a predetermined signal that a specific point in a process has been achieved. The nature of the signal will depend...
on what is being tracked and an indicator needs to be chosen very carefully. The following requirements apply when selecting indicators – i.e., they should be (i) clear, direct and unambiguous; (ii) independently monitored, validated or verified; (iii) reliable and valid to ensure that what is being measured at one time is what is also measured at a later time and what is measured is actually what is intended; (iv) directionally neutral; and (v) a measuring instrument by not expressing as objectives or targets.

According to Doran (1981) indicators must be:

- **Specific**
  - Is it clear exactly what is being measured?
  - Does the indicator capture the essence of the desired result?
  - Does it capture difference across areas and categories of people?
  - Is the indicator specific enough to measure progress towards the result?

- **Measurable**
  - Are changes objectively verifiable?
  - Will the indicator show desirable change?
  - Is it a reliable and clear measure of results?
  - Is it sensitive to changes in policies and programmes?
  - Do stakeholders agree on exactly what to measure?

- **Attainable**
  - What changes are anticipated as a result of the assistance?
  - Are the result(s) realistic?

- **Relevant**
  - Does the indicator capture the essence of the desired result?
  - Is it relevant to the intended outputs and outcome?
  - Is the indicator plausibly associated with the sphere of activity?

- **Track and time bound**
  - Are data actually available at reasonable cost and effort?
  - Are data sources known?
  - Does an indicator monitoring plan exist?

In the coordinating M&E framework, indicators will be formulated at all levels, i.e. these are input, process, output, outcome and impact levels. The following table reflects important questions to be asked at each level when formulating indicators to measure progress or achievement.
<table>
<thead>
<tr>
<th>INPUTS</th>
<th>PROCESS (ACTIVITIES)</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the money being spent in the correct way?</td>
<td>Do we have the information we need?</td>
<td>How many people have we reached?</td>
<td>What is the immediate behavioural effect of our service?</td>
<td>What is the long term or lasting effect on people’s lives?</td>
</tr>
<tr>
<td>Are we within budget?</td>
<td>Have we planned this right?</td>
<td>Who have we reached and with what services?</td>
<td>What is the medium term effect?</td>
<td>What has changed in the community or systems because of our work?</td>
</tr>
<tr>
<td>Do we have sufficient funds and resources?</td>
<td>Are people equipped to do the work?</td>
<td>Are we on target in terms of reaching people?</td>
<td>How are partners acting differently because of our work?</td>
<td></td>
</tr>
<tr>
<td>Are our human resources sufficient?</td>
<td>Do we have appropriate guidelines or quality controls?</td>
<td>Are we being cost effective?</td>
<td>What difference are we making?</td>
<td></td>
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</table>