



## **Department of Performance Monitoring and Evaluation**

---

# **Report on the Assessment of Government Evaluations**

## **Evaluation of the Learnership Academy Model**

---

**Date Evaluation was completed:** 01 December 2005

**Name of assessor:** Tim Mosdell

**Evaluation Number:** 29

**Date Assessment Completed:** 28 February 2013

## Evaluation Assessment Details

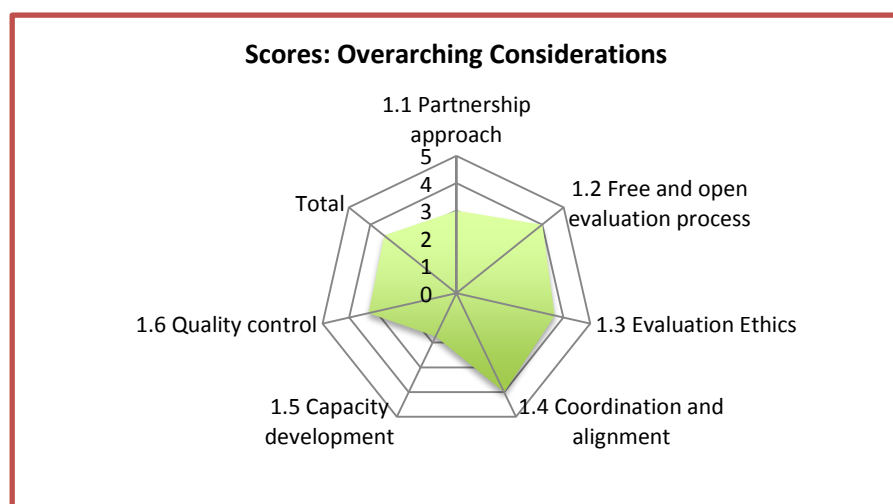
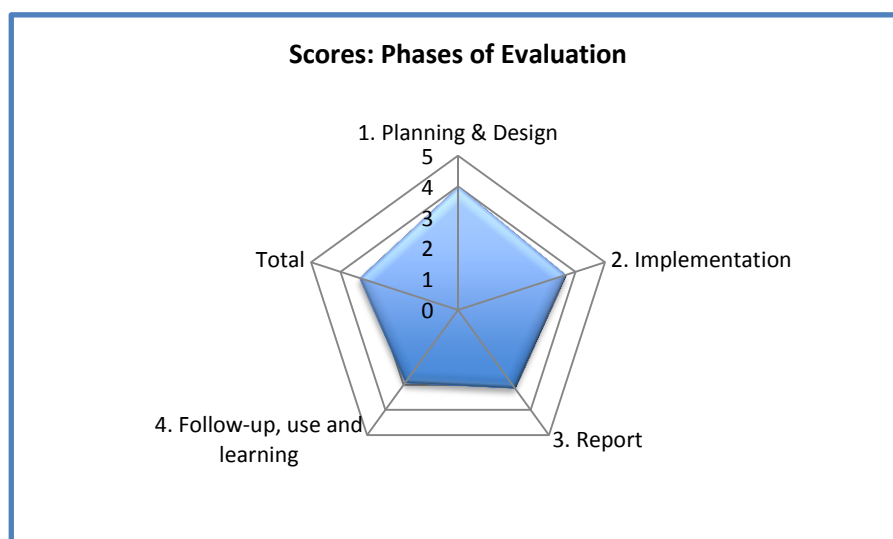
---

Title of evaluation report	Evaluation of the Learnership Academy Model
Completion Date of Evaluation	01 December 2005
Name of Assessor	Tim Mosdell
Evaluation Number	29
Completion Date of Assessment	28 February 2013
Initiated by	Services SETA
Evaluation undertaken by	Human Sciences Research Council
Evaluation area / sector	Training, SETAs, FET, higher education
	Additional
National Outcome	Outcome 5
	Additional
Type of Evaluation	Implementation
	Additional
What is being evaluated	Programme
	Additional
Geographic Scope	National
Period of Evaluation	2005
Known Cost of Evaluation	Unknown

### Quality Assessment Scores

Phase of Evaluation	Score
Planning & Design	4.00
Implementation	3.67
Report	3.11
Follow-up, use and learning	2.91
<b>Total</b>	<b>3.35</b>

Overarching Consideration	Score
Partnership approach	3.00
Free and open evaluation process	4.00
Evaluation Ethics	3.67
Coordination and alignment	4.00
Capacity Development	1.75
Quality control	3.29



## 1. Planning & Design

---

### 1.1. Clarity of Purpose and Scope in TOR

**STANDARD:** *The evaluation was guided by a TOR with at least the following sections explicit: purpose, scope and objectives; expectations regarding design and methodology; resources and time allocated; reporting requirements; expectations regarding evaluation process and products.*

#### Comment and Analysis

The evaluation was guided by a TOR that set out the purpose, methodology, outputs, etc.

**Rating** 4

**STANDARD:** *The purpose of the evaluation was clear and explicit in the TOR*

#### Comment and Analysis

The purpose of the evaluation was clear in the TOR.

**Rating** 4

**STANDARD:** *The evaluation questions were clearly stated in the TOR and appropriate to addressing the evaluation purpose*

#### Comment and Analysis

The core evaluation questions were outlined in the TOR and expanded in the project.

**Rating** 3

***STANDARD: The approach and type of evaluation was suited to the purpose and scope of the evaluation TOR*****Comment and Analysis**

The approach and type of evaluation was suited to the purpose as set out in the TOR.

**Rating** 3

***STANDARD: Intended users and their information needs were identified in the TOR*****Comment and Analysis**

Intended users, the SETA and its members and beneficiaries, were identified in the TOR.

**Rating** 4

***STANDARD: Key stakeholders were involved in the scoping of the TOR and determining the purpose of the evaluation*****Comment and Analysis**

The Service SETA was involved in the scoping of the TOR.

**Rating** 3

**1.2. Evaluation was adequately resourced**

***STANDARD: The evaluation was adequately resourced in terms of time allocated***

***Comment and Analysis***

The evaluation was adequately resourced in terms of timeframes.

***Rating*** 4

***STANDARD: The evaluation was adequately resourced in terms of original budget***

***Comment and Analysis***

The evaluation was adequately resourced in terms of the budget.

***Rating*** 4

***STANDARD: The evaluation was adequately resourced in terms of staffing and skills sets***

***Comment and Analysis***

The evaluation was adequately resourced from a staffing point of view.

***Rating*** 4

**STANDARD:** *Where appropriate, the evaluation planned to incorporate an element of capacity building of partners/staff responsible for the evaluand*

**Comment and Analysis**

The evaluation did not appear to plan for a capacity building component.

**Rating** 2

**1.3. Alignment to Policy Context and Background Literature**

**STANDARD:** *There was evidence that a review of the relevant policy and programme environments had been conducted and used in the planning of the evaluation by the evaluators*

**Comment and Analysis**

There is evidence that a review of the policy and programme environment informed the planning of the evaluation.

**Rating** 4

**STANDARD:** *There was evidence of a review of appropriate literature having been conducted and used in the planning of the evaluation by the evaluators*

**Comment and Analysis**

There is evidence that a review of literature was used in planning the evaluation.

**Rating** 4

**1.4. The evaluation methods planned were appropriate to the project**

***STANDARD: There was explicit reference to the intervention logic or the theory of change of the evaluand in the planning of the evaluation***

***Comment and Analysis***

There was explicit reference to change aimed at increasingly placing learners after completion of their learnerships.

**Rating** 3

***STANDARD: Key stakeholders were consulted on the design and methodology of the evaluation***

***Comment and Analysis***

The Services SETA was involved in the design and methodology of the evaluation.

**Rating** 3

***STANDARD: The planned methodology was appropriate to the questions being asked***

***Comment and Analysis***

The planned methodology, involving document review, questionnaire administration and interviews, was appropriate to the questions being asked.

**Rating** 4



***STANDARD: Planned sampling was appropriate and adequate given the focus and purpose of evaluation******Comment and Analysis***

The planned sampling, involving learners and employers, was appropriate given the focus and purpose of the evaluation.

**Rating** 4

***STANDARD: There was a planned process for using the findings of the evaluation prior to undertaking the evaluation******Comment and Analysis***

The project was intended from the outset to be used to improve placement and productivity of learners on completion of their learnerships.

**Rating** 4

**1.5. Inception phase*****STANDARD: The inception phase was used to develop a common agreement on how the evaluation would be implemented******Comment and Analysis***

An inception phase was used to finalise the approach to the evaluation.

**Rating** 3

## 2. Implementation

---

### 2.1. Ethical Review and Considerations

**STANDARD:** *Where data was gathered in contexts where ethical sensitivity is high, appropriate clearance was obtained through an ethics review board; e.g. in evaluation involving minors, institutions where access usually requires ethical or bureaucratic clearance, and situations where assurances of confidentiality was offered to participants*

**Comment and Analysis**

The project was cleared through the HSRC ethics committee. Where appropriate, informed consent was secured.

**Rating** 4

### 2.2. Evaluator independence

**STANDARD:** *Where external, evaluation team was able to work freely without significant interference*

**Comment and Analysis**

The evaluation team was able to work freely, without significant interference.

**Rating** 4

**STANDARD: The evaluation team was impartial and there was no evidence of conflict of interest**

**Comment and Analysis**

There was no evidence of conflict of interest.

**Rating** 4

### **2.3. Key stakeholder involvement**

**STANDARD: Key stakeholders were consulted through a formalised mechanism or institutional arrangement during the evaluation**

**Comment and Analysis**

The Services SETA was consulted during the course of the evaluation.

**Rating** 3

**STANDARD: Where appropriate, an element of capacity building of partners responsible for the evaluand was incorporated into the evaluation**

**Comment and Analysis**

No capacity building was formally incorporated into the process, although those involved in the process learned through the experience.

**Rating** 2

## 2.4. Methodology

**STANDARD: The methods employed in the process of the evaluation were consistent with those planned**

**Comment and Analysis**

The methods employed in the process of the evaluation were consistent with those planned.

**Rating** 4

**STANDARD: Data collection was not compromised by fieldwork-level problems or unplanned diversions from original intentions**

**Comment and Analysis**

Data collection was not hampered or compromised by problems in the field.

**Rating** 4

**STANDARD: Forms of data gathering were appropriate given the scope of evaluation**

**Comment and Analysis**

Forms of data gathering were appropriate given the scope of the evaluation.

**Rating** 4

**STANDARD: The data analysis approach and methods were appropriate and sufficient given the purposes of the evaluation**

**Comment and Analysis**

The data analysis approach and methods were appropriate given the purposes of the evaluation.

**Rating** 4

**STANDARD: Key stakeholders were significantly engaged as part of the methodology**

**Comment and Analysis**

Stakeholders, including learners and employers were engaged as part of the evaluation.

**Rating** 4

**STANDARD: The methodology included engaging beneficiaries appropriately as a key source of data and information**

**Comment and Analysis**

Beneficiaries including learners and employers were a source of data and information in the evaluation.

**Rating** 4

## 2.5. Project management

**STANDARD: The evaluation was conducted without shifts to scheduled project milestones and timeframes**

### **Comment and Analysis**

The evaluation was conducted without significant shifts to milestones and timeframes.

**Rating** 4

## 3. Report

---

**3.1. Report was well-structured and presentation was clear and complete in each of these areas**

**STANDARD: Executive summary captured key components of the report appropriately**

### **Comment and Analysis**

The project report does not incorporate an executive summary, making it difficult to access quickly.

**Rating** 1

**STANDARD: The context of the development intervention was explicit and presented as relevant to the evaluation**

### **Comment and Analysis**

The context of the intervention was explicit and clear in the report.

**Rating** 4

**STANDARD: There was a clear rationale for the evaluation questions****Comment and Analysis**

There was a clear rationale for the evaluation questions which focused on how to place learners on completion of learnerships, and how to enhance productivity in the workplace.

**Rating** 4

**STANDARD: The scope or focus of the evaluation was apparent in the report****Comment and Analysis**

The scope of the evaluation is clear in the report focusing on the new Learnership Academy Model.

**Rating** 4

**STANDARD: A detailed methodology was outlined in the relevant section of a report (full report or 1/3/25) to the point that a reader could understand the data collection, analysis and interpretation****Comment and Analysis**

A detailed methodology was outlined in a dedicated section of the Report. It focused on a process evaluation, a product evaluation, an evaluation of beneficiaries and measuring final indicators.

**Rating** 4

**STANDARD: Key findings were presented in a clear way; they were made distinct from uncertain or speculative findings; and unused data was not presented in the body of the report**

**Comment and Analysis**

The findings are embedded in various sections of the report and are not adequately summarised and presented in an accessible form.

**Rating** 2

**STANDARD: Conclusions and recommendations were clear and succinctly articulated**

**Comment and Analysis**

The conclusions and recommendations were relatively clear, although some of the recommendations were more reflections and sometimes lacked focus.

**Rating** 3

**STANDARD: Acknowledgement of limitations of all aspects of the methodology and findings were clearly and succinctly articulated**

**Comment and Analysis**

There was no explicit reference to limitations in the Report.

**Rating** 1



### 3.2. Writing and presentation

**STANDARD:** *Quality of writing and presentation was adequate for publication including: adequate layout and consistent formatting; complete sentences and no widespread grammatical or typographical errors; consistency of style and writing conventions (e.g. tense, perspective (first person, third person); levels of formality; references complete and consistent with cited references in reference list and vice versa; etc)*

#### Comment and Analysis

The quality of writing and presentation is adequate for publication, although the absence of an executive summary detracts from the quality of the output. The findings could also be made more explicit and summarised in a more accessible form.

Rating **3**

**STANDARD:** *Appropriate conventions were used in presentation of data (e.g. use of appropriate statistical language; reporting of p-values where appropriate; not reporting statistically insignificant findings as significant; clarifying disaggregation categories in constructing percentages; not using quantitative language in reporting qualitative data, etc.)*

#### Comment and Analysis

Not much use is made in terms of the presentation of data, but where this does occur, appropriate conventions have been used.

Rating **3**

### 3.3. Presentation of findings

**STANDARD:** *The use of figures and tables was such that it supported communication and comprehension of results; and data reported in figures and tables was readily discernible and useful to a reader familiar with data presentation conventions*

**Comment and Analysis**

Tables and figures were used in the report, although many of these would have been better placed in the appendices of the report as they were quite dense and did not really contribute to the arguments being made.

**Rating** 2

**STANDARD: Data analysis appeared to have been well executed**

**Comment and Analysis**

The data analysis appears to be adequately executed.

**Rating** 3

**STANDARD: Findings were supported by available evidence**

**Comment and Analysis**

In general, the findings were supported by available evidence.

**Rating** 3

***STANDARD: The evidence gathered was sufficiently and appropriately analysed to support the argument*****Comment and Analysis**

The evidence gathered was appropriately analysed, but many of the tables presented in the report detract from the flow of the report and would be better located in the appendices.

**Rating** 3

***STANDARD: There was appropriate recognition of the possibility of alternative interpretations*****Comment and Analysis**

There was no recognition of the possibility of alternative interpretations.

**Rating** 3

***STANDARD: The report appeared free of significant methodological and analytic flaws*****Comment and Analysis**

The report appeared to be free of methodological and analytic flaws.

**Rating** 4

### 3.4. Conclusions

***STANDARD: Conclusions were derived from evidence***

**Comment and Analysis**

The conclusions were derived from evidence.

**Rating** 4

***STANDARD: Conclusions took into account relevant empirical and/or analytic work from related research studies and evaluations***

**Comment and Analysis**

The conclusions take into account work from relevant studies and related research.

**Rating** 4

***STANDARD: Conclusions addressed the original evaluation purpose and questions***

**Comment and Analysis**

The conclusions address the original evaluation purpose.

**Rating** 4

***STANDARD: Conclusions were drawn with explicit reference to the intervention logic or theory of change*****Comment and Analysis**

The conclusions were consistent with the intervention logic and are aimed at facilitating change to improve placement of learners and workplace productivity.

**Rating** 4

**3.5. Recommendations*****STANDARD: Recommendations were made in consultation with appropriate sectoral partners or experts*****Comment and Analysis**

The Services SETA had the opportunity to comment on a draft of the report before it was finalised.

**Rating** 3

***STANDARD: Recommendations were shaped following input or review by relevant government officials and other relevant stakeholders*****Comment and Analysis**

There is no evidence that recommendations were shaped by government officials or stakeholders other than the Services SETA, and learners and employers interviewed.

**Rating** 2

**STANDARD: Recommendations were relevant to the policy context****Comment and Analysis**

The recommendations were relevant to the policy context.

**Rating** 4

**STANDARD: Recommendations were targetted to a specific audience sufficiently - were specific, feasible, affordable and acceptable****Comment and Analysis**

The recommendations were targetted specifically at the Services SETA and its members and beneficiaries.

**Rating** 4

**3.6. Relevant limitations of the evaluation have been noted****STANDARD: Relevant limitations of the evaluation were noted****Comment and Analysis**

Limitations of the evaluation were not explicitly noted.

**Rating** 1

### 3.7 Protection of participants and risk considerations

**STANDARD:** *The full report documented procedures intended to ensure confidentiality and to secure informed consent where this was needed (in some cases this is not needed - e.g. evaluation synthesis - in which case N/A should be recorded)*

#### Comment and Analysis

The report did not document procedures intended to secure confidentiality and to secure informed consent, although it is understood that these procedures took place.

**Rating** 2

**STANDARD:** *There were no risks to participants in disseminating the original report on a public website*

#### Comment and Analysis

There are no apparent risks to participants in disseminating the original report online.

**Rating** 4

**STANDARD:** *There were no unfair risks to institutions in disseminating the original report on a public website*

#### Comment and Analysis

There are no apparent unfair risks to institutions in disseminating the original report online.

**Rating** 4

## 4. Follow-up, use and learning

---

### 4.1. Presentation to stakeholders

**STANDARD:** *Results were presented to all relevant stakeholders*

#### Comment and Analysis

Results were presented to the Services SETA.

**Rating** 3

### 4.2. Resource utilisation

**STANDARD:** *The evaluation was completed within the planned timeframes*

#### Comment and Analysis

The evaluation was completed within planned timeframes.

**Rating** 4

**STANDARD:** *The evaluation was completed within the agreed budget*

#### Comment and Analysis

The budget was completed on budget.

**Rating** 4



### 4.3. Transparency

**STANDARD:** *The report was publicly available (website or otherwise published document), except where there were legitimate security concerns*

#### Comment and Analysis

The report is publicly available on the HSRC website.

**Rating** 4

### 4.4. Lessons learnt

**STANDARD:** *After completion of the evaluation, a reflective process was undertaken by staff responsible for the evaluation to reflect on what could be done to strengthen future evaluations*

#### Comment and Analysis

There is no evidence that a reflective process was undertaken by responsible staff to ensure that future evaluations are strengthened.

**Rating** 2

### 4.5. Symbolic and conceptual value

**STANDARD:** *The evaluation study was seen by interviewed stakeholders as having added significant symbolic value to the policy or programme (eg raised its profile)*

#### Comment and Analysis

The evaluation was seen by those interviewed as having the potential to add value in terms of developing a better understanding of the Learnership Academy Model.

**Rating** 4

**STANDARD: *The evaluation study was of conceptual value in understanding what has happened and possibly in shaping policy and practice***

**Comment and Analysis**

The evaluation has conceptual value in shaping future practice around maximising the potential of the Learnership Academy Model.

**Rating** 4

**4.6. Utilisation of findings and recommendations**

**STANDARD: *There was clear evidence of instrumental use - that the recommendations of the evaluation were implemented to a significant extent***

**Comment and Analysis**

There is no clear evidence of instrumental use of the evaluation report and it is unclear to what extent recommendations have been implemented.

**Rating** 2

**STANDARD: *There was clear evidence that the evaluation has had a positive influence on the evaluand, its stakeholders and beneficiaries over the medium to long term***

**Comment and Analysis**

It is not yet clear to what extent the evaluation has had an effect on the evaluand, its stakeholders and beneficiaries. The recommendations do, however, appear to have the potential of positively impacting on improving the Learnership Academy Model.

**Rating** 2

## **References**

---

Renette du Toit and Michele Serfontein, 2005. Evaluation of the Learnership Academy Model - Prepared by the HSRC for the Services SETA, December 2005.

## **List of Interviewees**

---

Renette du Toit, formally of the HSRC, now with EE Research Focus, Study Team Leader  
- 1 Mar 2013.