



Department of Planning, Monitoring and Evaluation

Report on the Assessment of Government Evaluations

Evaluation Title:	Implementation and Impact Evaluation of the Technology and Human Resources for Industry Programme (THRIP)
Evaluation Number:	502
Evaluation Completion Date:	16 March 2015
Period of Evaluation:	2002-2014
Submitted:	18 September 2015 by Tim Mosdell
Approved:	21 September 2015 by Mike Leslie

Evaluation Details

Evaluation Title:	Implementation and Impact Evaluation of the Technology and Human Resources for Industry Programme (THRIP)
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Evaluation Completion Date:	16 March 2015
Created:	14 July 2015 by Mike Leslie
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Period of Evaluation:	2002-2014
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Known Cost Type:	Estimate
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Undertaken By:	Business Enterprises at the University of Pretoria
Undertaken By Internal:	No

Assessors

Tim Mosdell	tim@pdg.co.za
Sean Walsh	sean@webfresh.co.za

Assessment Documents

Document Name:	Document Type:	Added By:	Added On:
THRIP Edited Full report 16 March 2015.pdf	Evaluation report	Mike Leslie	14 July 2015
THRIP Edited Short Final report 16 March 2015.pdf	Any other relevant documentation pertaining to the evaluation process	Mike Leslie	14 July 2015
SLA THRIP 13 10 08 JB final .docx	A letter of engagement or contractual agreement with the service provider	Tim Mosdell	03 September 2015
THRIP TORs (JUNE 28 2013 Final).pdf	Terms of Reference (ToR) for the evaluation	Tim Mosdell	03 September 2015
THRIP Implementation and Impact Assessment_JS edited_June 24 2014.docx	An inception report	Tim Mosdell	03 September 2015
Assessment Report at Moderation.pdf	Assessment Report at Moderation	Mike Leslie	16 September 2015

Quality Assessment Summary

This evaluation scored 2.78 overall using the assessment tool. The evaluation process in this instance was characterised by significant problems. The overall focus of the evaluation was initially intended to be on exploring the impacts of the THRIP programme. However, problems accessing appropriate data, and shortcomings in terms of the capacity of the service provider meant that the focus of the evaluation shifted towards exploring the implementation of the programme. This set of dynamics contributed to a relatively low score of 2.62 for planning and design. Although the project was relatively well conceptualised as articulated in the ToR, this initial design was not given full expression and carried through in the implementation of the project (3.10). The planning and design was significantly flawed as it did not fully take into account data deficiencies in conducting an implementation evaluation.

The evaluation process experienced significant problems in terms of service provider skills and capacity. The initial draft report of the evaluation was exceptionally weak and needed significant restructuring and rewriting. Key human resources had to be replaced on the project to ensure that the final report was of an acceptable standard. The evaluation secretariat also had to invest heavily in terms of time and effort to ensure that there was considerable improvement in the final report. These issues all served to delay the evaluation significantly - it was completed over a year behind schedule. The reporting phase of the evaluation scored 2.85 using the assessment tool.

Given the significant shift in focus of the evaluation, its value in terms of understanding the impact of the THRIP programme was somewhat limited, although the recommendations did offer some value and insight in terms of understanding the programme and the resources required to ensure its ongoing success. The evaluation scored 2.47 in terms of follow-up, use and learning.

An area that worked relatively well in this evaluation was the partnership approach that characterised the high-level oversight of the evaluation. The steering committee was constituted out of a relatively wide range of stakeholders and was engaged in the evaluation process throughout. The steering committee played a considerable role in improving the evaluation outputs - the difference in quality between the initial report and the final report is significant. This partnership approach resulted in a score of 3.60 for this overarching consideration category. Of some value is the learning and self reflection that the steering committee went through. Partly as a result of the experiences of this evaluation, a data availability assessment tool has been refined.

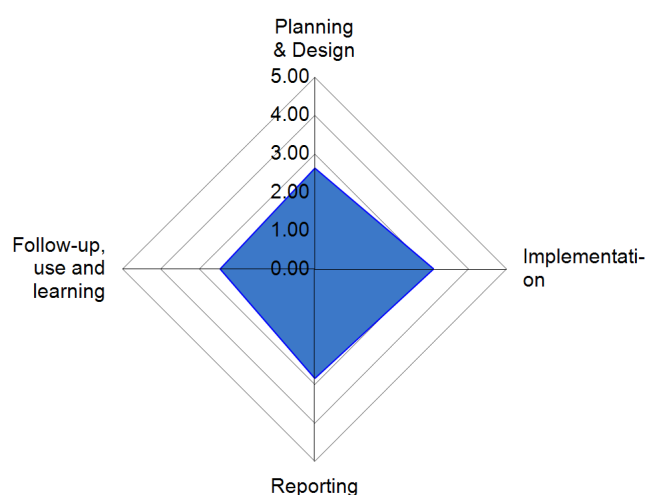
In summary, however, this has been a problematic evaluation. The focus shifted significantly away from a impact assessment, eroding the value of the exercise. In addition to this, the service provider experienced significant problems in terms of producing quality work. It was only after significant intervention on the part of the steering committee and the replacement of core human resources that an acceptable report could be produced.

Quality Assessment Scores

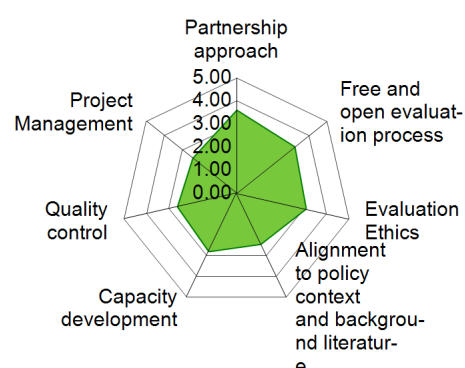
Phase of Evaluation	Score
Planning & Design	2.62
Implementation	3.10
Reporting	2.85
Follow-up, use and learning	2.47
Total	2.78

Overarching Consideration	Score
Partnership approach	3.60
Free and open evaluation process	3.22
Evaluation Ethics	3.10
Alignment to policy context and background literature	2.47
Capacity development	2.80
Quality control	2.63
Project Management	2.43
Total	2.78

Scores: Phases of Evaluation



Scores: Overarching Considerations



Phase of Evaluation	Area of Evaluation	Score
Planning & Design	Quality of the TOR	3.00
Planning & Design	Adequacy of resourcing	2.00
Planning & Design	Appropriateness of the evaluation design and methodology	2.64
Planning & Design	Project management (Planning phase)	2.00
Implementation	Evaluation ethics and independence	3.00
Implementation	Participation and M&E skills development	3.14
Implementation	Methodological integrity	2.74
Implementation	Project management (Implementation phase)	4.00
Reporting	Completeness of the evaluation report	2.50
Reporting	Accessibility of content	4.00
Reporting	Robustness of findings	2.30
Reporting	Strength of conclusions	3.00
Reporting	Suitability of recommendations	3.00
Reporting	Acknowledgement of ethical considerations	3.14
Follow-up, use and learning	Resource utilisation	1.00
Follow-up, use and learning	Evaluation use	2.83
Total	Total	2.78

Planning & Design

Quality of the TOR

Standard:	The evaluation was guided by a well-structured and complete TOR or a well-structured and complete internal evaluation proposal (e.g. Background, Purpose, Evaluation Questions, Design & Methodology, Deliverables & Timeframes, Resource requirements, Intended Audience & Utilisation, etc).
Comment and Analysis:	The evaluation was guided by a well structured ToR. The original ToR, however, focused primarily on understanding impacts of the programme, while the evaluation itself ended up looking more at implementation issues. In other words, the focus of the evaluation shifted from an initial emphasis on impacts to an implementation evaluation.
Rating:	The evaluation was guided by a well-structured and complete TOR or internal evaluation proposal of an adequate standard

Standard:	The approach and type of evaluation was suited to the purpose and scope of the evaluation TOR (or an internal evaluation proposal)
Comment and Analysis:	The approach and type of evaluation was not well suited to the purpose and scope of the evaluation ToR as there was a significant shift in focus from impact to implementation as the evaluation progressed. This shift was partly due to the lack of data appropriate to conduct an impact assessment.
Rating:	The approach and type of the evaluation requested in the TOR was not appropriate given the purpose and scope of the evaluation

Standard:	The TOR (or an internal evaluation proposal) identified the intended users of the evaluation and their information needs
Comment and Analysis:	The ToR was explicit regarding the users of the evaluation - 'The main user of the evaluation results will be the dti. There are also other government departments which will have an interest in the evaluation results, including cabinet, the Presidency, the National Treasury, other departments in the economic cluster, agencies, and the private sector.'
Rating:	The TOR (or an internal evaluation proposal) identified the intended users of the evaluation and their information needs

Standard:	Key stakeholders were involved in the scoping of the TOR and choosing the purpose of the evaluation
Comment and Analysis:	A number of different stakeholders were involved in drafting the ToR, including officials from the DTI, DPME as well as a peer reviewer from SAMEA.
Rating:	A wider range of stakeholders (i.e. beyond government stakeholders) were meaningfully involved in the scoping of the TOR and choosing the purpose of the evaluation

Adequacy of resourcing

Standard:	The evaluation was adequately resourced in terms of time and budget allocated
Comment and Analysis:	The budget for the evaluation was adequate, but the project required significantly more time to complete than was initially allocated.
Rating:	The evaluation was resourced with tight timeframes and budget which were challenging from the outset

Standard:	The team conducting the evaluation was adequately resourced in terms of staffing and skills sets
Comment and Analysis:	The initial team conducting the evaluation was not adequately resourced from a skills set perspective, and the project team had to be modified during the course of the project to address this. The senior evaluator on the team had to be replaced during the project.
Rating:	The evaluation was under-staffed or lacked some skills sets appropriate for the type and sector of the evaluation

Appropriateness of the evaluation design and methodology

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:	Although the ToR did not make explicit reference to a theory of change, it was agreed on during the inception phase to develop a theory of change for THRIP as it was functioning at the time of the evaluation. This was developed as part of the evaluation process based on an analysis of the mission, objectives and processes of THRIP.
Rating:	There was explicit reference to the intervention logic or the theory of change of the evaluand in the TOR or the Inception Report

Standard:	The planned methodology was appropriate to the questions being asked
Comment and Analysis:	The evaluation questions posed in the ToR were primarily concerned with understanding the impacts of the THRIP programme. While the ToR indicated that the service provider should propose a methodology for addressing these questions, it turned out that this proved difficult to do in practice given problems securing appropriate data, and as a result, the focus of the evaluation shifted from having an impact forces to primarily exploring implementation issues.
Rating:	The planned methodology was not entirely appropriate for addressing all of the questions being asked

Standard:	The sampling planned was appropriate and adequate given the focus and purpose of evaluation
Comment and Analysis:	The planned sampling around the two surveys (Higher Education Institutions and Industry Role-players) was appropriate and adequate given the focus and purpose of the evaluation. External experts were consulted to support this process.
Rating:	The sampling planned was appropriate and adequate given focus and purpose of evaluation

Project management (Planning 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 refine the focus of project. It was during this phase that it became apparent that the evaluation team was struggling to develop a methodology to evaluate the impacts of the programme. This was partly due to the lack of appropriate data for this purpose. It was at this point that the focus of the evaluation was changed to incorporate an implementation focus. It was also at this stage that quality problems were experienced and skills deficiencies in the team were identified. Some of these issues were only resolved later in the project, including a new project team leader being appointed by the service provider.
Rating:	There was an inception phase but it was not utilised appropriately or failed to affirm a common agreement on how the evaluation would be implemented

Implementation

Evaluation ethics and independence

Standard:	Where data was gathered in contexts where ethical sensitivity is high, informed consent, assurances of confidentiality and appropriate clearance were achieved; e.g. through an ethics review board, in evaluation involving minors, institutions where access usually requires ethical or bureaucratic clearance
Comment and Analysis:	A standard introductory letter, including the issue of informed consent, was sent to respondents involved in the two surveys.
Rating:	There was clear evidence that ethical protocols were observed for some data collection instances including: informed consent agreements; confidentiality; documenting and storing data notes, recordings or transcripts; and ethics review board approvals where appropriate

Standard:	Where external, the evaluation team was able to work without significant interference and given access to existing data and information sources
Comment and Analysis:	There was no evidence of interference or the deliberate impeding of access to data and information.
Rating:	The evaluation team was able to work without significant interference and was given access to existing data and information sources

Participation and M&E skills development

Standard:	Key stakeholders were involved in the evaluation through a formalised mechanism or institutional arrangement
Comment and Analysis:	Key stakeholders were involved in the evaluation on a number of levels. Firstly, the steering committee was made up of key stakeholders from the DTI, DPME, DST, IDC and the NRF. Higher Education Institutions and Industry stakeholders were also the core subjects of the two surveys that were conducted. Two stakeholder workshops were also held during the course of the evaluation to discuss aspects of the project.
Rating:	Key stakeholders were regularly, actively involved in the evaluation and contributed through a formalised mechanism or institutional arrangement (e.g. a steering committee or reference group)

Standard:	Where appropriate, an element of capacity building of partners responsible for the evaluand and evaluators was incorporated into the evaluation process
Comment and Analysis:	There was no formal capacity development incorporated in the evaluation process, although the service provider indicated that they would use students as part of their team.
Rating:	There was some evidence of capacity building of partners responsible for the evaluand or evaluators but this was either unstructured or incomplete

Methodological integrity

Standard:	A literature review was developed which informed the analytical framework and findings of the evaluation
Comment and Analysis:	A literature review was developed which informed the analytical framework and findings of the evaluation, although this needed to be reviewed and reworked substantially before the quality was of an adequate standard.
Rating:	A literature review was undertaken but was not well developed eg a limited set of literature, not sufficiently analysed, or not used to inform the analytical framework or findings
Standard:	The methods employed in the process of the evaluation were consistent with those planned and implemented adequately
Comment and Analysis:	The methods employed in the process of the evaluation differed significantly to those planned. The focus of the evaluation shifted significantly between inception and implementation. The focus on impacts proved to be difficult to implement, given the lack of appropriate data, and the project consequently shifted to a focus on implementation.
Rating:	The methods employed in the process of the evaluation significantly deviated from those planned, or ignored the planned methods entirely, or were implemented poorly
Standard:	A pilot of basic data collection instrumentation occurred prior to undertaking data collection and it was used to inform the research process
Comment and Analysis:	The collection instruments were piloted in-house prior to undertaking data collection with a view to improving them.
Rating:	A pilot of basic data collection instrumentation occurred prior to undertaking data collection and it was used to inform the research process
Standard:	Data was collected from key stakeholders (e.g. implementers, governance structures, indirectly affected stakeholders) as data sources
Comment and Analysis:	Key stakeholders were a significant source of data in this project - The two surveys were focused on soliciting views from two key stakeholder constituencies, namely higher education institutions and affected industry role-players. These views played a significant role in shaping the findings and ultimately informing the recommendations.
Rating:	Data was collected from the intended key stakeholder groupings in line with the envisioned range and type of stakeholders (approx. 80-89% of intended)
Standard:	The methodology included engaging beneficiaries appropriately as a key source of data and information
Comment and Analysis:	Insofar that higher education institutions and industry players can be considered to be both stakeholders and beneficiaries, the methodology included engaging these beneficiaries via the two surveys and via various consultative workshops. Inputs from these players therefor helped to provide data and insight from both a stakeholder and beneficiary perspective. The data collection instruments were set up in such a way as to gain insights from both these perspectives.
Rating:	The methodology included meaningfully engaging beneficiaries as a primary source of data and information (or if based on secondary data, includes data from beneficiaries and beneficiaries consulted on emerging findings)

Project management (Implementation phase)

Standard:	The steering committee, technical working group and service provider worked together adequately to facilitate achievement of the objectives of the evaluation
Comment and Analysis:	The steering committee was particularly engaged during this project. Given the problems associated with the service provider's skills mix, and the changing focus of the evaluation, the steering committee and individual members, including peer reviewers, were particularly involved in ensuring that gaps were adequately filled and that the reports were brought up to an acceptable standard.
Rating:	The steering committee, technical working group and service provider worked together in a flexible and constructive manner facilitating achievement of the objectives of the evaluation
Standard:	Support provided by the evaluation secretariat (e.g. the administrators responsible for the evaluation) facilitated achievement of the objectives of the evaluation (eg turnaround times, addressing problems, preparation for meetings etc)
Comment and Analysis:	The evaluation secretariat played an important, hands-on role in supporting the evaluation. This group was involved in trouble shooting and played a significant role in reworking and editing draft reports in order to bring them to an acceptable standard. This was in addition to the work of the steering committee and technical working group.
Rating:	Good support was provided by the evaluation secretariat and facilitates timely and constructive achievement of the objectives of the evaluation

Reporting

Completeness of the evaluation report

Standard:	The first draft evaluation report was of a sufficient quality to go to stakeholders and did not require major changes
Comment and Analysis:	The first draft of the evaluation report was poor and required major changes, both in terms of content and structure. This led to considerable delays in the project timeframes.
Rating:	A first draft of the evaluation report was of a poor quality and required major changes
Standard:	The final evaluation report is well-structured and complete in terms of the following: executive summary; context of the development evaluation; evaluation purpose, questions and scope; methodology; findings and analysis; conclusions and recommendations
Comment and Analysis:	After significant reworking, the final evaluation report is well structured and complete in terms of incorporating an executive summary, setting out the evaluation context, outlining the evaluation purpose and scope (although this shifted during the course of the evaluation), findings, conclusions and recommendations.
Rating:	The final evaluation report is complete, follows a clear structure and addresses at minimum: executive summary; background/context of the evaluation; evaluation purpose, questions and scope; methodology; findings and analysis; conclusions and recommendations

Accessibility of content

Standard:	The final evaluation report is user-friendly, written in accessible language and adequate for publication (e.g. adequate layout and consistent formatting; complete sentences and no widespread grammatical or typographical errors; consistency of style and writing conventions; levels of formality; references complete and consistent with cited references in reference list and vice versa; etc.)
Comment and Analysis:	The final evaluation report is user-friendly and accessible. It is well presented and is generally free of formatting and grammatical errors. The style is consistent and the report is generally in line with writing conventions.
Rating:	The final report is well written, accessible to the common reader and ready for publication with only minor spelling, grammar or formatting mistakes
Standard:	Figures, tables and appropriate conventions are 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.) and are readily discernible to a reader familiar with data presentation conventions
Comment and Analysis:	The presentation of data in the report is consistent with standard conventions and utilises appropriate statistical language. This is done in such a way that it is accessible to both the lay person and to readers familiar with data presentation conventions.
Rating:	Figures, tables and conventions are well used for a variety of types of data presentations and supporting explanations make them accessible to readers

Robustness of findings

Standard:	Data analysis appears to have been executed to an adequate standard
Comment and Analysis:	The data analysis associated with the two sample surveys appears to have been well executed and presented.
Rating:	Data analysis appears to have been well executed for all datasets

Standard:	Findings are supported by evidence which is sufficiently and appropriately analysed to support the argument, integrating sources of data
Comment and Analysis:	Generally speaking, the findings are supported by evidence that has been appropriately analysed, drawing from various data sources.
Rating:	The evidence gathered is analysed to support the argument to an adequate standard and integrates sources of data

Standard:	There is appropriate recognition and exploration of the possibility of alternative interpretations
Comment and Analysis:	The report does not formally recognise the possibility of alternative interpretations, although interviews with stakeholders associated with the evaluation felt that there was room to do this, particularly in terms of understanding the nature of jobs created by the programme. Many of the jobs created are academic jobs and not directly related to industry.
Rating:	There is no recognition of the possibility of alternative interpretations

Standard:	The report appears free of significant methodological and analytic flaws
Comment and Analysis:	The primary problem associated with this evaluation is that it deviated significantly from its original focus on implementation. This represents a significant flaw from a methodological perspective. There were also problems associated with the availability of data that impacted on the evaluation process.
Rating:	There is clear evidence of significant methodological and analytical flaws in the report

Standard:	Limitations of all aspects of the methodology and findings are clearly articulated (e.g. limitations of scope or evaluation design, recommendation for additional research, data collection challenges, etc)
Comment and Analysis:	The limitations associated with the methodology, particularly in terms of the shift in focus from impacts to implementation were articulated in the report, as were some of the difficulties associated with data collection.
Rating:	Limitations of all aspects of the methodology and findings are articulated

Strength of conclusions

Standard:	Conclusions are derived from evidence
Comment and Analysis:	Generally speaking, the conclusions are derived from evidence, and there is a logical flow through the report building up to these conclusions.
Rating:	Conclusions are derived from evidence

Standard:	Conclusions address the original evaluation purpose and questions
Comment and Analysis:	The conclusions do not adequately address the original evaluation purpose and questions as articulated in the TOR. The thrust of the evaluation shifted significantly from a focus on impacts in the ToR, to a focus on implementation in the final report.
Rating:	Conclusions address the original evaluation purpose and questions in implicit or indirect terms to an extent

Standard:	Conclusions are drawn with explicit reference to the intervention logic or theory of change
Comment and Analysis:	A theory of change was developed as part of the evaluation process. The conclusions are drawn with explicit reference to this theory of change, which is articulated in a dedicated chapter in the evaluation report.
Rating:	Conclusions are drawn with an explicit reference to, and provide a clear judgement on, the intervention logic or theory of change

Suitability of recommendations

Standard:	Recommendations are made in consultation with relevant government officials, stakeholders and sectoral experts
Comment and Analysis:	In so far that relevant government officials and external peer reviewers were represented on the steering committee which played a significant, hands-on, role in shaping the reports recommendations, it can be argued that officials, stakeholders and experts were consulted in the development of the recommendations.
Rating:	Recommendations are made in consultation with relevant government officials, stakeholders and sectoral experts

Standard:	Recommendations are useful- they are relevant, specific, feasible, affordable and acceptable
Comment and Analysis:	While the recommendations are relevant, specific and implementable, officials interviewed as part of this review felt that the recommendations were not as strong as they could have been. More specifically, it was felt that the recommendations generally reinforced what was already known and did not yield significant new insights.
Rating:	Recommendations are useful- they are relevant, specific, feasible, affordable and acceptable to an extent

Acknowledgement of ethical considerations

Standard:	The full report documents procedures intended to ensure confidentiality and to secure informed consent where necessary (in some cases this is not needed - e.g. evaluation synthesis - in which case N/A should be recorded)
Comment and Analysis:	The full report does not refer to procedures aimed at ensuring confidentiality and to secure informed consent, although it is understood that this issue was addressed in the data collection phase.
Rating:	The full report does not acknowledge whether confidentiality was ensured or informed consent secured but there is some evidence that this is the case

Standard:	There are no risks to participants or institutions in disseminating the evaluation report on a public website
Comment and Analysis:	There are no apparent risks to participants or institutions in disseminating the evaluation report on a public website as no data or information is directly ascribable to an individual person or institution.
Rating:	There are no risks to participants or institutions in disseminating the original full evaluation report on a public website

Follow-up, use and learning

Resource utilisation

Standard:	The evaluation was completed within the planned timeframes and budget
Comment and Analysis:	Although the project came in on budget, it took over a year longer to complete than planned. This was largely due to skill and capacity problems in the project team. Key personnel had to be replaced during the project. The quality of outputs was also a reason for delays, with significant work required by both the project team and the steering committee needed to bring the final report up to an acceptable standard. Changes related to the project focus also resulted in significant delays.
Rating:	The evaluation exceeded the planned timeframes or budget considerably, against the wishes of the commissioning organisations

Evaluation use

Standard:	Results of the evaluation have been presented to relevant stakeholders
Comment and Analysis:	The report has been presented to DTI management. It was scheduled to go to the Presidency and economic cluster on the 26 August 2015.
Rating:	Results of the evaluation have been presented to relevant stakeholders in government

Standard:	A reflective process has been undertaken by the steering committee with the service provider (if no steering committee exists then by the evaluation management team or the involved department officials) to reflect on what could be done to strengthen future evaluations
Comment and Analysis:	The steering committee has had a chance to reflect on the process. In particular, it reflected on the need to ensure that appropriate data is available at the outset. Problems in this regard were partly responsible for the significant shift in focus of the evaluation from impacts to implementation. This process has contributed to the development of a data availability assessment tool which is aimed at informing future NRF good practice.
Rating:	A reflective process has been undertaken by the steering committee with the service provider and reflections on how to strengthen future evaluations have been documented

Standard:	The evaluation study is seen by interviewed stakeholders as having added significant symbolic value to the policy or programme (e.g. raised its profile)
Comment and Analysis:	The evaluation study is seen to have value by interviewed stakeholders. Feedback from DTI management indicates that the study has had value in terms of illustrating the perceived importance of the programme, and in terms of highlighting the need for continued funding and resourcing of the program.
Rating:	The evaluation study is seen by interviewed stakeholders as being of symbolic value to the policy or programme

Standard:	The evaluation study is of conceptual value in understanding what has happened and possibly in shaping future policy and practice
Comment and Analysis:	The evaluation study has limited conceptual value in terms of understanding the impacts of the THRIP programme, although it does offer insights into some of the implementation issues related to the programme.
Rating:	The evaluation study is of limited conceptual value in understanding what has happened

References

Department of Trade and Industry, (2015), Full Report - Implementation and Impact Evaluation of the Technology and Human Resources for Industry Programme (THRIP), conducted by Business Enterprises at University of Pretoria.

Department of Performance Monitoring and Evaluation and Department of Trade and Industry, (2013), Terms of Reference for the Implementation and Impact Evaluation of the Technology and Human Resources for Industry Programme (THRIP), prepared by DTI and DPME

Department of Trade and Industry, (2015), Summary Report 1/5/25 - Implementation and Impact Evaluation of the Technology and Human Resources for Industry Programme (THRIP), conducted by Business Enterprises at University of Pretoria.

Department of Performance Monitoring and Evaluation, (2013), Agreement - Implementation and Impact Evaluation of the Technology and Human Resources for Industry Programme (THRIP), entered into between DPME and Business Enterprises at University of Pretoria.

Department of Performance Monitoring and Evaluation and Department of Trade and Industry, (2014), Implementation and Impact Evaluation of the Technology and Human Resources for Industry Programme (THRIP) - initial report, prepared by Business Enterprises at University of Pretoria.

List of Interviewees

Dr Bok Marais, Business Enterprises - University of Pretoria, Evaluation Team Leader, Telephonic Interview, 13 August 2015.

Nkuli Shinga, DTI, Chief Director: Innovation and Technology, THRIP Project oversight, Telephonic Interview, 13 August 2015.

Jabu Mathe, DPME, Project Manager, Telephonic Interview, 31 July 2015.